

The
CAMPING
MAGAZINE

***An Evaluation of Camping
as an Educational Experience***

**March
1933**

IN THIS ISSUE

Camping and Education

By DR. RAY LYMAN WILBUR

Learnings and Other Growths Through
Camping

By DR. DAVID SNEDDEN

*The Contents of this Issue Deal Primarily with
Education for Leisure*

25 Cents a Copy • 2 Dollars a Year • Vol. V. • No. 4

**THE OFFICIAL JOURNAL OF THE CAMP
DIRECTORS ASSOCIATION OF AMERICA**

CONTENTS

	Page		Page
EDITORIAL:—Why Membership in the C.D.A.A.	1	Dramatics—Reading—Story Telling at Camp	15
Camping and Education	2	A Questionnaire from Mrs. L. A. Bishop	
Learnings and Other Growths Through Camping	3	Outstanding Types of Leadership Training —"Counselor Week"	16
Dr. David Snedden		Eleanor Deming	
Educating For Leisure—Extracts from Addresses by Calvin Coolidge	4	Editorial Comment	18
H. W. Gibson		Section News	19
Nature Study in Summer Camps	5	"Ill Blows the Wind that Profits Nobody"	20
Helen Jean Brown		H. W. Gibson	
Carrying Camp Home to the Backyard A Radio Talk	8	Legal Aspects of Camping	22
Dr. William G. Final		Lester Rabbino	
Music in Camps	10	An Open Forum: Communications from Our Readers	28
Prof. Peter W. Dykema		Cap'n Bill's Column	34
Why Dancing Should Be a Part of Every Camp Program	12	Of Human Interest	36
Portia Mansfield		Did You Know?	37
Appraisal of a Camp Through Its Arts and Crafts	13	Transportation Committee Report	37
Laura I. Mattoon		For Your Bookshelf	38
Art in the Camps	14	Counseling With and By Counselors	40
Fanny Spectorisky		Who's Who Among Our Contributors	41
		The National Convention	44
		New Members of C.D.A.A.	47
		Our Advertisers	48

Camp Directors Association of America

Formed in 1924 by the amalgamation of the National Association of Directors of Girls
Camps, Camp Directors Association of America, Mid-West Camp Directors Association.
National Office, 551 Fifth Avenue, New York City

OFFICERS

President

MISS EMILY H. WELCH
28 East 31st Street, New York City

1st Vice-President

ROBERT S. WEBSTER, Brunswick, Maine

National Membership Committee

WALLACE GREENE ARNOLD, Chairman, 424 East 57th Street, New York City

2nd Vice-President

MISS ROSALIND CASSIDY
Mills College P. O., California

Secretary-Treasurer

MAJOR RAYMOND F. PURCELL
551 Fifth Avenue, New York City

SECTION PRESIDENTS

NEW YORK

Wallace Greene Arnold
424 East 57th Street, New York City

PENNSYLVANIA

Chauncey G. Paxson
113 Kenilworth Road, Merion, Penna.

PACIFIC

Louis H. Blumenthal
121 Haight Street, San Francisco, Calif.

NEW ENGLAND

H. W. Gibson, 14 Avon Rd., Watertown,
Mass.

SOUTHERN

C. Walton Johnson
Box 1375, Asheville, N. C.

MID-WEST

Mrs. L. A. Bishop, Three Lakes, Wisconsin

SOUTHWESTERN

Mrs. Cilton B. DeBellevue
Kerrville, Texas

THE CAMPING MAGAZINE

Editorial Office

F. L. GUGGENHEIMER, Editor
219 W. 81st Street, New York City

RAYMOND F. PURCELL, Business Manager,
Camp Directors Association of America
551 Fifth Avenue, New York, N. Y.

THE CAMPING MAGAZINE, March, 1933, Vol. 5, No. 4. Published monthly, October through June at
551 Fifth Avenue, New York, N. Y. Subscription, \$2.00 per year. Entered as second-class matter
December 8, 1932 at the Post Office, at New York, N. Y., under the Act of March 3, 1879.

THE CAMPING MAGAZINE

VOL. V

MARCH, 1933

No. 4

WHY MEMBERSHIP IN THE C.D.A.A.?

ARE you, Mr., Miss or Mrs. Reader,—interested as you must be in anything and everything which may be of value to the future welfare of Camping,—a member of the C.D.A.A.?

In the January issue of the *CAMPING MAGAZINE*, there appeared this very pertinent question in the Column which asks "Did You Know":

"Since 1925 there have been 1100 members of the Camp Directors Association—dues paid and regularly enrolled—and that there are only about 350 now?—Why?"

Just as Camping itself has been going and will continue for some time to go through a period of flux and change, heretofore as a result of its rapid growth in the field of Education,—and now and in the immediate future because of general economic conditions—so has the C.D.A.A. similarly been groping its way in its efforts to become an organization representing the highest and best interests of professional Camping. There have been conflicts of views and personalities and inevitable misunderstandings in the effort which has been going forward to develop an organization which will in the end best serve the interests to which it is consecrated. Such conflicts must arise in the growth of any organization where definite standards and a certain program have not yet been established. The growth of the C.D.A.A. has been pioneer work—just as the growth of the Camp has been pioneer work—in which we have all had a part, but the desired goal is now definitely in sight.

We are all convinced, are we not?—that the interests of the organized Educational Camp, whether private or institutional, can best be served through a professional organization, which, through combined efforts can fight for and demand the recognition to which its (the Camp's) potential values entitle it. But such professional organization cannot be developed and perfected through the efforts of a small similar minded group alone, if the sceptics or dissenters stand upon

the side line willing not to cooperate, but only to criticise. The ideal form of organization may not yet have been reached, but it is on its way. Can we not all continue to work together, to cooperate,—sinking our differences and combining our agreements until the ideal, the goal for which we all aspire may be achieved?

The Association needs not only the sympathetic interest and intellectual and spiritual cooperation of every man and woman active and interested in Camping,—but above all at this trying moment it needs your financial help.

THE *CAMPING MAGAZINE* — our official mouthpiece—is the connecting link which binds together groups and individuals all over this extensive country. Obviously Camp leaders from every section of the country cannot *ever* all come together for discussion, but we *can* all come together through the columns of our Magazine. It is today endeavoring to represent and speak for every type and phase of educational Camping; it aims to bring information and help in diverse directions, and on all phases of Camping to all Camp leaders. But it must stand or fall with the organization that sponsors it. It faces the immediate possibility of suspension,—just as the Association faces the possibility of complete disintegration.

Upon you, each individual reader of this word,—upon every Camp leader of the more than 6000 Camps throughout the land, rests the responsibility of the C.D.A.A. and of the *CAMPING MAGAZINE*. Do not wait to see if we are to "succeed" before getting on "the band wagon,"—because if you wait you will help to insure failure. Determine to co-operate to insure success!

Renew your membership now! Send in your annual dues! Interest Camp leaders who have never hitherto been affiliated with the C.D.A.A., or who have definitely relinquished membership, to join with us.

Only thus can we survive!

CAMPING AND EDUCATION

By DR. RAY LYMAN WILBUR

PERCEIVING Nature as the great teacher of man, poets and philosophers adjure us to place ourselves under her tutelage.

"Go forth under the open sky, and list to Nature's teachings," sang Bryant in *Thanatopsis*.

Du Bartas saw wisdom flowing "out of the book of Nature's learned breast."

Camping is one of the means which enable us to put ourselves under the great teacher. Her book is open to children and adults alike. While we are accustomed to think of a camp primarily as a training place for children and youth, a thoughtful educator suggested the other day the establishment of summer camps for parents to enable them to recapture the self-control, moral standards, and qualities of leadership necessary to train their children.

We live in an age when camping is not only needed but offers some opportunities for education and character building which cannot be obtained elsewhere. It is the best substitute for the frontier life which built grit and granite into the physical and moral fibre of our pioneer forefathers. No aspect of the drift of population to cities is fraught with deeper significance than the artificial conditions often created thereby for the upbringing of children and youth. Camping offers a practical and pleasant opportunity to restore their touch with reality.

The most vital aim of President Hoover's White House Conference on Child Health and Protection was the *rounded* development of the country's forty-five million children. It encompassed health, protection, education, play, character building, body building, and the free expression of the personality in meeting the adventure of life. One of the important groups set up by the Conference to explore the pitfalls and possibilities ahead of American children was a committee on activities outside the home and school. Its researches and recommendations found in wholesome recreation a major aid to parents, to the process of education, and to the building of character. Specifically it found camping a sound, stimulating, wholesome road toward health, self-expression, happiness and character.

One of the wise leaders of that committee sees in camps under the best organization

and trained leadership, "a new venture willing to make a fresh attack upon the problem of education." His underlying philosophy is that "the school intends, typically, to have its pupils deal only indirectly with life, learning about it from what others have to say. Camp is a place where life is in actual process."*

The processes of education and character building should not be separated, but integrated. Camping tends to unite them. From one of its experts in this field the White House Conference received a statement of four essential types of character objectives from organized camping: "Habits of physical health and safety; the acquisition of a range of information, interest and skills peculiar to the camp situation and promising a large degree of persistence elsewhere; the development of appreciations of the highest values in life, such as friendship, beauty in nature, music, art, literature, dramatics, pioneer-like experience, and persons; the cultivation of the attitudes and abilities which make for the most wholesome, effective, and creative social adjustment and participation."

Thus a camp becomes at once a curriculum and a process of development. Camping demands a considerable amount of self-management in the handling of common tasks. It offers training and discipline both to the mind and the body. It brings boys and girls not only into contact with the realities of Nature, but also offers them a chance to develop simple methods of meeting human problems. This is important preparation for the future. It is particularly valuable to those who have lived in cities under artificial conditions and who have little or no conception of such elementary things as cooking, heating houses, laundry work, and sanitation. Even the kitchen police detail in camp, or communion with an axe and wood pile as one of Nature's visible forms may sometimes teach more lessons than a text book.

Camping renews acquaintance with the sky, the sea, mountain and plain, with trees,

* From the foreword of William H. Kilpatrick to "Camping and Character" by Dimock and Hendry, published by the Association Press.

plants, birds, animals, and streams; with the miracle of the changing seasons, and with the earth itself, from which all life comes. One cannot see these things without thinking on them. Emerson says "life consists of what a man is thinking of all day." A boy with his head filled with Nature's best will have little room left for vagrant thoughts.

Not only does camping offer open-air living under favorable conditions, but it usually provides wholesome recreation with companionship, with personal responsibility; in other words true recreation. The wag who said "life would be quite tolerable if it wasn't for amusements" was also something of a philosopher. The right kind of camping, with well planned entertainment, provides healthy fun and recreation rather than mere shoddy amusements.

Camping also meets the natural need of a boy for adventure and substitutes a good adventure for a bad one. The implications of this fact to our problem of juvenile delinquency are obvious.

One might enumerate at length products and by-products of camps and camping—self-reliance, resourcefulness, imagination, independence, and many others. They are of the essence of sound education.

The Children's Charter of the White House Conference pledged itself to nineteen aims for the children of America. To the attainment of many of these camp life may make very definite contributions, especially "for every child spiritual and moral training to help him stand firm under the pressure of life; for every child a community which recognizes and plans for his needs . . . provides him with safe and wholesome places for play and recreation and makes provision for his cultural and social needs; for every child education for safety." And, above all, according to point 18 of the Charter: "To supplement the home and the school in the training of youth, and to return to them those interests of which modern life tends to cheat children, every stimulation and encouragement should be given to the extension of the voluntary youth organizations."

If we think of education as a process to prepare one for making a life as well as making a living, camping has its distinct place. And if we agree with Longfellow that "the natural alone is permanent," more contact with Nature is good for all of us in a day of transient interests and values.

Learnings and Other Growths Through Camping

By DR. DAVID SNEDDEN

LARGE proportions of young Americans have always been campers under compulsion—as they were hunters and fishermen perforce. These were the sons and daughters of pioneer herdsmen and settlers and travellers. In large measure these learned campcraft from the explorers and fur hunters who had preceded them, who, even earlier, had learned much from the Indians.

Hence, in some degree, large proportions of young Americans have inherited ancestral impulses to live for periods in the woods or by the shores of deep waters and as close to ancient simplicities as circumstances would permit.

Camping in its more nearly spontaneous forms still prevails widely throughout the west half of America, where weather conditions permit of greater simplifications than elsewhere. But in our urbanized eastern states new forms of camping have evolved in objectives in which conscious education plays, or at least can be made to play, a considerable role. These new forms of educative camping serve in part the children of prosperous parents, and in part young people who are led by philanthropic organizations—but taken altogether they as yet reach but a small fraction of our city populations.

The present writer's interests in camping, as an area of educational enterprise grow out of his conviction that eventually, through one agency or another, all the children of our city-dwelling folk will somehow be given opportunities to spend some weeks each year between ten and twenty years of age in learning and growing through camp experiences.

Ideally, all city children of the above ages should be under "school" controls fifty weeks each year—of which at least ten weeks could be devoted with splendid results to body, mind and feelings partly to play-life in camp and partly to work-life on farms.

Furthermore, keeping in view conditions which would make both camp-life and work educative in the highest degree, we must hope that normal "self-activities" can be steadily increased in both play and work areas. Ideally, again, it would be highly desirable if camping young persons could and would

(CONTINUED ON PAGE 4)

EDUCATING FOR LEISURE

A FEW days after the passing of Calvin Coolidge, I read his book, "Foundations of the Republic," a series of addresses given at various times and places. My habit of underlining paragraphs of special interest disclosed several expressing his great love for the out of doors. May I have the privilege of sharing them with the readers of CAMPING MAGAZINE?

The following is an extract from an address given before the National Conference on Outdoor Recreation held in Washington, May 22, 1924:

"I want to see all Americans have a reasonable amount of leisure. Then I want to see them educated to use such leisure for their own enjoyment and betterment and the strengthening of the quality of their citizenship. We can go a long way in that direction by getting them out of doors and really interested in nature. We can still further progress by engaging them in games and sports. Our country is a land of cultured men and women. It is a land of agriculture, of industries, of schools and of places of religious worship. It is a land of varied climes and scenery, of mountains and plains, of lake and river. It is the American heritage, we must make it a land of vision, a land of works, of sincere striving for the good, but we must add to all these, in order to round out the full stature of the people, an ample effort to make it a land of wholesome enjoyment and perennial gladness."

From a message he telephoned, on July 25, 1924, to a group of Boy Scouts gathered in New York City, preparatory to their sailing for the International gathering of Scouts in Copenhagen, the following is quoted.

"The first fundamental of scout-hood is a reverence for nature. Boys should never lose their love of the fields and the streams, the mountains and the plains, the open places and the forests. That love will be a priceless possession as your years lengthen out. There is new life in the soil for every man. There is healing in the trees for tired minds, and overburdened spirits, there is strength in the hills, if only we will lift up our eyes. Remember that nature is your great restorer."

Extracts from Addresses of Calvin Coolidge

By H. W. GIBSON

The boys and girls of today will be tomorrow's men and women. More hours of leisure will be theirs, whether this added leisure time will be used constructively or destructively, is now being determined. Their attitudes and aspirations have not yet become fixed, but are flexible and easily changed. Organized camps are in a position to contribute much in helping to cultivate the seeing eye, the hearing ear, the thinking mind, a responsive heart, a pure soul, a spirit of service—a new set of values toward leisure which will enrich life today and tomorrow.

The strain and stress upon physical activities must be lessened, the tempo of competition must be slower and more time given for acquiring things which will never grow old, such as, acquaintance with nature, appreciation of good music, introduction to good reading, cultivation of hobbies, sharing life with others, learning to play and relax, and to work for the joy of the doing—education for the right use of leisure.

LEARNINGS AND OTHER GROWTHS THROUGH CAMPING

(CONTINUED FROM PAGE 3)

themselves perform all their sustaining activities—cooking, food-serving, camp-cleaning, patrolling. Ideally, there should be only a minimum of direction and supervision and there should be a maximum of pupil initiation in a great variety of exploratory, excursion, and constructive activities. Frontier camping endlessly taught youth self-reliances, endurances, cooperations, responsibilities. Because commercial camping must assume large responsibilities for the safe custody of its charges, many of the valuable possibilities of simple, self-directed camping activities remain undeveloped.

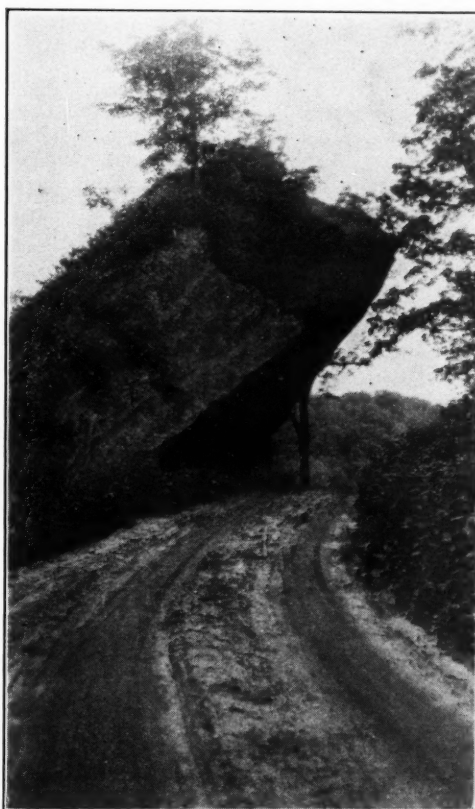
The foregoing observations are submitted partly in the conviction that as camping expands in the future, as one great mode of education, many new ways will be found of extending the responsible and really educative activities of learners. And it is not impossible that such expansions might operate to render less expensive and less complicated this splendid type of experience.

NATURE STUDY IN SUMMER CAMPS

By HELEN JEAN BROWN

MANY counselors will soon be starting to camp to direct the nature work for the first time and some of them will feel in need of suggestions for their work. Remembering my first experience, I venture to make suggestions which may be helpful to some of these new counselors—experienced counselors may already be making use of these projects and many others. The camp director, having once chosen a person, who he or she thinks will be successful for nature guidance, usually expects the counselor to be apt and ingenious in devising ways to arouse interest in the work. Often the director is too busy with the other camp activities to assist in making suggestions for the nature work but nothing pleases the wise director more than the successful Nature Leader. The beginning counselor is usually young and inexperienced in such work, but if he adopts the idea of saying when in difficulties, "I don't know, but we will find out," he has taken the first step in gaining the interest and cooperation of the campers.

To arouse an interest in living things around the camp is the principal objective of Nature Work. If all the children had had equal advantages before coming to camp, planning the procedure would be less difficult but children of varying opportunities and interests are to be handled. Some come from suburban or country homes where they have been surrounded by living things and their powers of observation have been aroused before they reach the camp. Others come from the city, where visits to a city park or zoo constitute their only contacts with animal and plant life. The first thing for the Nature Counselor to do is to develop a feeling of sympathy and equality between these two types of boys and girls and to arouse in both a desire to know more about the common plants and animals. Formal training and teaching are best forgotten when attempting to arouse this interest. The introduction might well take the form of a stroll in the woods, the counselor adopting the habit of gathering leaves, insects, and snails, or asking questions of inquiry about the flowers and trees with the air of "seeing these for the first time." This gives the beginner the idea that he can make discoveries just as others do and soon his interest is aroused. These trips may be varied and added to from



The Road for a Hike, the Huge Overhanging Rock Covered With a Mat of Moss and Ferns

day to day and the following or similar schemes may then be undertaken.

CONTESTS

Competitive contests in identifying trees and flowering plants are usually the quickest way to arouse interest in the nature study work. If the camp is organized into two teams, as is usually the case, team matches can be held in much the same manner as the old fashioned "spelling-bee." The counselor collects representative specimens of the various trees, weeds and flowering plants in the vicinity of the camp on the day the contest is to take place, being careful to have fresh and representative specimens. It is usually best to have twigs of the trees with several

leaves and in case of plants to have an entire plant so that the root and stem characters can be observed. The members of each team line up to form two lines and the counselor holds up a specimen. If the child is unable to name it, he drops out of line; gradually the members of each team are eliminated. In less than an hour's time over 100 specimens can be used and many specimens can be used over and over again.

Some camps are so organized that one or two preliminary matches, about a week apart, can be held before the real team match takes place. The first preliminary match serves as a great incentive to each boy or girl to find out the names of the plants he or she failed to identify the first time.

Two ways of aiding the camper to learn the names of plants have proven successful. One is the informal hike composed of small groups of campers, 5-10 preferably, of the same age and interest. The length of the hike can be governed by the age of the group. Animals, especially the insects can also be found on these hikes. Another aid to the naming of plants is to have a demonstration table with as many water containers as possible. In this way a great number of plants can be exhibited with the correct name under each vase. If the counselor keeps changing these every few days, the campers soon begin to notice and study them at odd moments.

NATURE BOOKS

Another project which can be carried along for the entire camp season is for each team to make a Nature Book. These can be judged at the close of the camp season and so many points given to the team having the best book. Each team can be given the same kind of cover and paper and with the help and advice of the nature counselor very ingenious books can be devised.

One year the book was divided into three sections. The first part consisted of "Leaf Prints" of the various kinds of leaves found in the vicinity of camp. A complete description of how to make these interesting prints appeared in an article by Ernest T. Seton* in *Nature Magazine*. These prints if well made are beautiful specimens in black and white and the details of leaf margins and venation, are so noticeable that the unobservant child after making several prints be-

gins to notice the differences. If the counselor suggests that only the best prints be chosen for a place in the book, soon there will be interest and competition in making the prints and a varied collection of fine prints will result. The correct and careful labelling of each specimen requires the assistance of the counselor but when finished makes a fine sheet. This section of the book, the largest of the three sections when complete, contained leaf specimens of the many evergreen and deciduous trees of the region.

The second section of the book was devoted to the flowering plants of the vicinity. Careful selection of the plants had to be made because only plants that would exhibit their characteristics after they had been pressed could be used. Blue prints were made of the specimens and the prints were cut out along the margins and pasted on white paper. In making "blue prints," common blue print paper is used. All that is needed is a photographic printing frame, a source of light (sunlight being best), and basin of water. The specimen of plant, which has first been pressed so as to exhibit the characteristics of leaves and flowers, is placed next to the glass in the printing frame, then the blue print paper is placed next to this and the frame closed. (This loading of the frame should be made in a dimly lighted room.) Exposure of the frame to sunlight for a minute or two is then made; after being exposed the piece of blue print paper is washed in clear water, and placed on a board to dry. When these sheets are dry the children cut out along the margin and these dark blue impressions of the plants are pasted on white paper. Some beautiful prints can be made, such as Queen Anne's lace or the leaves of the early Hepatica.

A third section of the book was made by pasting colored pictures of the butterflies and birds, seen around camp, in an artistic manner on the white sheets. Some of these pictures were obtained from old copies of *National Geographic Magazine*, others that the campers had collected during the previous winter and brought to camp.

These three sections each had their title page consisting of an artistic sheet made by some camper interested in art work, usually with the name of the section printed in a bold type with suggestive motifs scattered around the margin. The books of the two teams were also varied by each team originating their

* Ernest T. Seton—Some Prints of Leaves. *Nature Magazine*. 2: No. 3, 1923.



The Brook With Its Various Forms of Life Always Interests Children

own design for the cover, which they colored with oil paints. One of the covers was unusually attractive with a conventional design of two squirrels holding up an oak branch with acorns along the margin.

The preparation of these books not only served as an incentive to find the various leaves of trees and plants around camp but also emphasized the variations between plants themselves. These books can be made a part of the permanent camp library and are very instructive to future campers, when they use them on "rainy" days in camp.

MUSEUM MATERIAL

If there is a place in the camp for the preservation of interesting phenomena of nature found by the campers, more interest is aroused. Inexpensive cases can be made or purchased for holding these curiosities, and these cases can be placed either in the nature building or room or in the main building of the camp. One year the project was to find the various types of empty bird nests and in a short time a great number were found. Another season, collections of butterflies and moths were made and placed in Riker mounts, which can be purchased for a small sum.

This type of work requires more time from

the Nature Counselor and it is best to carry this on as a continuous project from year to year. If due acknowledgment on the label is made to the camper bringing in the specimen, whether it be a bird nest, snail shell, or piece of unusual rock, more interest in collecting will be aroused.

In the projects just outlined it is at once evident that of all the objects in nature around the camp, the plants are emphasized the most. This seems natural for several reasons. During the camp season vegetation is at its peak, as varied and as beautiful as at any season of the year. The plants are the easiest to obtain and have been found to interest children of varying ages. The insects, especially the butterflies are unusually beautiful during the summer but the methods of collecting and preserving them are more difficult and require more time. There is also an objection to intensive bird study in a camp because of the rich vegetation surrounding a camp and the difficulty of being able to locate the birds after hearing their call.

The projects outlined are only suggestive but have been carried on quite successfully for several seasons in one girls' camp. Other plans would naturally develop as an acquaintance with Nature Work progresses.

CARRYING CAMP HOME TO THE BACK YARD . .

THE Editor of CAMPING MAGAZINE presents to its readers, including as he hopes it may, many nature counselors in addition to directors, this strikingly original Radio talk which was delivered several months ago by our always helpfully stimulating "Cap'n Bill." It suggests most potently the value of emphasizing that a love of nature and an enjoyment of daily contact with Mother Earth need not be confined to the summer months, away from the city streets and steam heated apartments. It can carry over—and the back yard—or even where the back yard is not available—a bay-window or a window box—can furnish the opportunity for a practical application of the love and appreciations aroused and the lessons learned in the woods and fields and camp garden-patch! (Editor's Note.)

MOTHER EARTH

Boys and girls of the Radio audience. This noon I am going to take it for granted that anyone planning to have a garden this summer has enough of the boy or girl in him to play with some of the thoughts that I am going to send over the air. I can actually remember when people used to push back their chairs and talk things over. They called it "lingering over the tea cups." Will you saunter along the garden path and chat with me? I'll not keep you over ten minutes.

Did you know that there were gardens here before there were people to take care of them? All the land south of Lake Erie was a garden. The ice ploughed the ground and the rivers moved the richest soil down into the valleys. The wind planted the seeds and the feathered inhabitants and fur folks harvested the crops.

The Connecticut Yankee decided to settle here because they were shrewd enough to see that nature was producing some good crops. They noted that the largest trees grew in the valley. They found a spring coming from the sandstone of the valley wall, built a cabin, grubbed out a clearing and planted their seed. Thus began gardening in the Western Reserve.

Every settler brought seed. These seed

A Radio Talk recently given by Cap'n Bill over Station W.H.K. for the Templin-Bradley Company, that should be stimulating to all camp directors and nature counselors in planning their Nature work at Camp, so that it shall "carry over" to the vacation periods between camp seasons.

had been produced by grains and vegetables that had been brought across the sea. The pioneers knew what it meant to have a home and a garden. They knew what it meant to gain a living from the woods, the waters, and the soil.

Sometime before the white man the Erie Indians had planted the native corn and squash. They too were children of nature. Whole tribes would cooperate to obtain food from mother earth. Every family knew how to plant, how to harvest, and how to prepare these products.

Even today more people make a living by growing plants than in any other way. Most of you who are listening to me, however, get your food, not with a spade and hoe, but with a can-opener. How much of your dinner was the product of your own labor? Look out the window. Can you see one item of food that is growing? Is nature offering you anything in the way of fuel or clothing, or shelter? If not, why not?

There were no brick walls, or pavements, or ash heaps or vacant lots until the white man came along. He was in such a hurry to make steel tracks, horseless carriages, and bricks that he didn't have any time to plant trees and flowers. He has made so many bricks and different things that he now is going to have a lot of spare time. A great many people who used to think that making bricks was more important than gardening will this year consider that gardening is more important than making bricks. And it may not be a bad idea to have to turn back to mother earth for thereby we may learn a great many useful things.

What is a yard for? I know what it was originally intended for: shrubs, maple sap, flowers, song birds, aromatic herbs, root crops, fruits, berries, sunshine, and fresh air. And when I go about the city I see many yards used for things that they were not intended to be used for. Even in those yards I

see nature slipping in a few seeds as if anxious to cover up something.

Your back yard may look like a desert. If it does it is due to someone's neglect. Won't you do your part to make and keep that yard a pleasant place to see? If you make a garden and your neighbor makes a garden and so on our city will be a beautiful place in which to live.

And I know this. If you have something growing in your backyard that really interests you, something that you would like to take a friend out to see, then you really have a right to take pride in your yard.

If you go home from school today and say "I am going to have a garden" the folks will listen. Perhaps you will invite Dad to go into partnership. Dads are kind of handy when it comes to spading and asking advice.

And when Dad says: What do you want to plant? my advice is to have your answer ready. Perhaps you will want to hide the ash heap with a trellis and vines. You may want to plant a tree in honor of George Washington or a fern garden in the shady corner with lilies of the valley in front, or you may propose to improve the family diet. "That's not a bad idea," Dad will say, "can you grow lettuce and carrots?" Or you may wish that your street looked like Sycamore Road with its shade trees. May be that all you can think of is to plant a weed in a tin can. Remember that that weed will not belong to you alone. It will give others pleasure. Today, more than ever, we want to give pleasure. If we can share joy it will be worth while.

Now Dad may be kind of discouraged and tell you that he cannot afford to buy garden tools. You just come right back and say. "Don't you know, Dad, that tools do not make a garden? The Indians used a stick." And 10 heads of lettuce at 5 cents a head will buy a hoe. I knew a boy who had no watering can so he punched holes in the bottom of a tin can with a nail. He had no roller so he used a board. No, tools do not make a garden but gardening makes boys and girls thoughtful and willing to work.

Last summer a friend came running in and said "there is a wonderful picture out here if your camera is handy." What do you suppose it was? Two boys with a goat and cart selling onions, beets, and potatoes. Along side of them trotted a shepherd dog. Even if you never met these boys wouldn't you

know something about them? Show me a boy's or a girl's garden and I can tell you something about them.

Now all this is called a "back to nature movement." A good many of you are going to camp. Fortunately it is not necessary to go to camp to get back to nature. You can bring nature back to the yard. To do this you will need to know some of the real knowledge that was once necessary to every one who lived in this country. That kind of knowledge is still fundamental to a complete education.

The best place to get help from Mother earth is in the back yard. Every time I go to the woods I bring back something for the yard. I want to get on speaking terms with it. If it grew in the shade I put it on the north side of my bungalow. If it clung to a rocky hill side I put it in my rock garden. If it had its toes in mud I tuck it into my one by two swamp. Back of all this I have a row of pussy willows that I cut off every spring to take to school. Of course, I think that I am helping these plants to grow but I suspect that if the truth were known that they are good to me. They make me wear my old clothes and old clothes are always the most comfortable. They have taught me that all weather is good weather. And each one has something most interesting to teach me.

And there is a great deal of geography in my yard. I have a rhododendron from the Smoky Mountains, a shooting star from Evanston, Illinois, a Christmas rose from Syracuse, New York (which by the way is a kind of buttercup instead of a rose, and blossoms in December); a bayberry from Cape Cod; and this spring I have several seeds that I gathered last summer including those of the alpine fir from Glacier National Park.

And I have just time to mention my friendship garden. I enjoy my asparagus, and rhubarb, and dandelions from the north east corner but I think that I get the greatest satisfaction from the plants given me by my friends. Those plants tell me the most. Just now I recall the red and the white peonies that my grandmother grew.

So, before another week has passed, get out in your back yard and make your plans. Put in a few plants that will recall the struggles of our forefathers. Put in bits of nature that will be of service today. It is then that you will be on the way to finding heaven in your backyard.

MUSIC IN CAMPS

By PETER W. DYKEMA

As preliminary slogans, I want to submit some quotations from that helpful little book entitled "Summer Camp Entertainment" by Marie R. Hofer, which I think would be quite worth while for every camp director and music conductor to have. All these slogans do not refer to music but they indicate very well the attitude which it seems to me may well obtain toward music in the camps.

"Nature sings an eternal song, why not join in the chorus?" It is perfectly natural for everybody to sing, and since nobody asks Nature whether it is in tune or not, or whether it is singing the right song or not, so the first essential in all camp music is participation rather than results in the way of a musical standard—the first essential, but not the last.

"Too much faked fun leads to insincerity and trifling." All camp stunt songs lead to exactly the same sort of thing. It is the natural thing to sing beautiful, sincere and touching songs in camp just as it is in life, and any camp that attempts to found and maintain its music on the basis of stunt songs will have exactly the same condition as that spoken of in regard to faked fun.

"A boy should contribute something to Camp besides yells and casualties," and the same way with singing. He should contribute something beside yells and false notes, beside the bringing in of cheap songs which he has learned elsewhere. Quite the same thing is true with the girl. It is possible for them to contribute fine music and something that will develop a real spirit for the finer things in life.

"Don't be afraid to make a religious appeal, but be sure it is big enough." Don't cant. Don't cant about music. Have real, fine music and real musicians to control your music who have ideals and standards, who know how to get it done, and there need be no fear of boys and girls not liking music.

There are five special purposes to be striven for in camps:

1. Recreation. I believe that there is a place for fun and rollicking, and that there is a place for the funny song and for the stunt song, but I believe there is just as much a

place for the other side of life which is that of quiet enjoyment and contemplation.

2. Social force. Music is decidedly one of the social forces if it is used correctly. If it does not have that effect it is not the fault of music but the fault of the person who is handling the music because music rightly used will draw people together and strengthen the social force. This should come about from what they do themselves and what they listen to. There is no music too beautiful for camp. If each of you could have Kreisler, Hoffman or Tibbets, there is no setting or no group too rough but what they would listen to and enjoy the greatest violinist, or pianist or singer. Your setting has got to be right and when it is, it will inevitably draw people together.

3. Outlet or safety valve. Music is an excellent outlet or safety valve. You will have less trouble in the camp if you have boys playing on bugles and blowing upon horns, and girls playing ukuleles and singing, because they can give themselves out thru song. You will have less trouble in camp life and in your own life if you have more music. As you look up the record of crimes, you will find extremely few musicians who are ever convicted or accused of crimes. I know of no case of a musician committing suicide, and in the mad houses the list of those in whose life music has had a large part is small. Music has served as an outlet both through singing and through playing.

4. Interpretation. Music may serve as an interpretation of the life of the camp, of the casual events, and the camp spirit. When they go off on a hike they can perpetuate that event with some sort of a song. Not only does it interpret the individual events of the camp life, but it may be an interpretation of those things that are too deep for words. We see the rollicking nature of the people in camp, but that does not mean that they have left their finer selves at home. Music has left no type of emotion untouched. Music will cause to strengthen and grow the finer aspects of the life of the boys and girls.

5. Inspiration. Music should be an inspira-

tion so that they will look forward to the music period and look back upon it afterwards. The songs learned at camp will live longer than anything else.

What are the means that you are to take? First of all, I believe there should be singing games and games with music.

Certainly there should be singing on the hikes and excursions. We only need to refer to the war time to know what it was to the soldiers, to those men who were as tough as they could be and who turned constantly to song for the sake of lightening their hearts, to know what place it may occupy in the life of the camp.

Informal singing can be used while doing the camp chores, singing with the washing of the dishes, etc., and many a thing is much easier to do when done with a song than when done without a song.

There should be singing around the camp fire. With the flickering of the flame should come the raising of the spirit.

Finally, there are the formal occasions around the camp fire devoted to music when various groups contribute and various individuals come forth to perform, because there is no time when even an ordinary voice sounds quite so thrilling as it does in the camp. I have had people praise my singing and playing in a camp which they may not have done had they heard me at some other time.

There might well be a directed song when the campers come together to sing and there is a leader. Certainly there is nothing finer on a Sunday than to have a time that is definitely devoted to singing. Now a song in harmony makes a different appeal from what any song in melody could make. We hear frequently the term "close harmony" applied to men. Close harmony is two things. It is first of all tones that lie close together as they must when you have men's voices all of which are about the same and not spread two octaves apart as when you have mixed singing. Then the other is the effect upon them—what close harmony does. It brings them closer together. No men can sing together in a quartet and sing right and still be unappreciative of each other. Even when they sing it wrong they are appreciative of what the others are trying to do. I think we need to have exactly that same sort of thing for women. I believe there is a perfect possibility

in many camps in connection with the various activities to take those who are particularly fond of singing to work up a little glee club or even quartets. Certainly that is particularly true of men and I see no reason why it should not be developed with girls.

Programs are a desirable part of camp life, especially definite musical programs. Utilize any of the material that has been submitted above, bringing in a soloist here and there from your own camp or from neighboring camps. Then finally, have little programs that are based upon some particular central idea such as an opera night, and there is no reason why you should not have phonograph records for this purpose, which can be bought at slight expense. Then you might also have a program devoted to Scotch, English or American songs. I do not know why you should not occasionally have some of the popular songs of several generations ago. Have the fathers and mothers come and sing the popular songs that were the rage when they were youths and which have now been entirely forgotten. One of the most delightful sort of programs is that of the "old fashioned singing school" which combines drama and music at the same time. There are operettas for girls that combine both and there is one for boys which describes camp life, entitled "Double Crossed."

Another very interesting part of camp life is the playing upon instruments. It is very simple to learn to play upon instruments—in practically 20 minutes you can learn to accompany with the ukulele a large number of songs. The principle is simply this, that all music is made up of a succession of tones from the scale which are divided into three groups known definitely as three chords—I, IV and V. A large number of the ordinary songs are made up of these chords. You can learn these chords in two keys on the ukulele. If one doesn't fit try the other. You can only make two mistakes. I am a great believer in the ukulele for young people and for grown-up folks also. That gives many people an opportunity for some sort of self-expression in music who have never had a chance before. I should urge all campers to bring their instruments.

I should like to add a word on little toy instruments. It was not until I had a group of 600 grown-up people, directors, superintendents of schools, and heads of recreation groups and had them all playing upon toy

WHY DANCING SHOULD BE A PART OF EVERY CAMP PROGRAM . . .

CAMP DIRECTORS are claiming that they get results in the span of a short summer session equal to those of the most progressive schools. The aim of the camping exhibit on the Pennsylvania Hotel Roof last spring was to show the public that camps are not just a place to rough it in the woods, but have an educational value equal to more than a winter's session of school. All directors agree that the creative method is the one they foster, yet many of them admit that they are at a loss to know what type of dancing, if any, they shall have in their camps.

We do not wonder. In the past there have been no standards or special requirements for dancing instructors, except a pleasing personality, bodily grace, and an ability to teach children something in the way of rhythmic movement to the accompaniment of music. Was the dancing teacher ever asked to tell her methods of relating her work to the other arts, of stimulating the child's creative ability, or of using her work to help the child make a better social adjustment?

The pictures in the camp catalogues indicate that the camps are using the methods of a decade ago. To set children to skipping about blowing imaginary pipes, is analagous to telling the child to write a poem to spring. I do not criticise what may have been the best beginning we could make, nor question that any use of rhythm is better than none—but we can do better now. There is, and should be, a strong movement to bring dancing to its legitimate place in progressive education, and there is a very special need for it in summer camps.

Although we agree with those who believe that a simple outdoor life should be featured in camps, and never would have continued a recreation camp for eighteen years, had this not been so—we have seen that dancing brings a keener appreciation of nature, of line, of color and of rhythm and movement in all campers interested in the dance. With the greater sensitivity to such things comes an increased ability to express in words the meaning and feeling of it all.

We are aware of a lack of artistic appreciation in those campers (even our own) who concentrate only on outdoor camp life. Some

A plea for better dancing in camps.

By PORTIA MANSFIELD

who can teach others to cook over a camp fire in the best way, who can make camp with what nature provides, and who receive high grades for field work in our counselor training course—some of these are sadly lacking in what you know is the most essential requirement for an educator—that is, a certain culture that comes only with a background of the arts. In dancing we get that.

As most of our girls know nothing about dancing when they come to camp—except possibly a few steps—we know that the dancing taught in the schools is inadequate. We never require them to take any of the dancing, but in nine cases out of ten, they become interested soon, and become sensitive to things artistic.

There is also a psychological and social reason for teaching dancing at camps. In our eighteen years' experience with two different types of camps to watch and experiment with, we have found that a certain percent of the girls cannot be kept contented with a simple outdoor life, unsupplemented by the arts, and that the others are perfectly contented, but need more.

The first group are the "live wire girls," the "boy crazy" restless girls, who are sent to camp to keep them safe and to broaden their interests. No matter how expert a leader is in charge, these girls are not going to remain satisfied with the lovely simple things of a life close to nature. We hold their interests by featuring very thrilling camp trips, but with all our efforts, they finally become restless; we resort to sports—a very necessary part of camp life—but sports tend to become too competitive, too much of a physical and emotional strain, unless there are other outlets for endeavor, in artistic pursuits.

As for the other group of girl campers—the over-grown, over-athletic tomboys, and the awkward and socially maladjusted girls—to them, camp is a refuge, a glorious summer, but when they return home they even more resent skirts and all they symbolize. Their problem has become deeper, if the

(CONTINUED ON PAGE 33)

APPRAISAL OF A CAMP THROUGH ITS ARTS AND CRAFTS

A CAMPER will tell you emphatically that he goes to camp for fun, adventure and jolly good times. The director strives to fulfill this expectation but will tell you furthermore that a big effort is made to attain in this "fun" the goal of educational camping.

The camper thinks in terms of the greatest momentary self-satisfaction; the director thinks in terms of lasting development—health, creative ability, appreciation of beauty, emotional adjustment and so on.

It is the function of the director to see all the elements of educational camping in their true perspective, coordinated and harmonized. He or she must give critical attention not only to the more conspicuous influences but, also to the seemingly insignificant trivialities of environment. The same scrutiny must be applied to the more remote subtleties of the major activities such as music, pageantry, nature lore, camp craft, and arts and crafts, if these are to play a justifiable part in the camp program.

An activity like arts and crafts should not stand alone, separate and distinct, but should be an integral part of the camp plan and should be woven into the whole pattern of environment and program. Would it not be fair to assume, then, that the character of a camp can be evaluated by analyzing any single major activity in the light of its relationship to the other activities and to the general educational objectives?

For example, could you not appraise a camp—or estimate the director's grasp upon its educational possibilities—by seeking the answers to the following questions concerning the single activity of arts and crafts?

1. Should Arts and Crafts be kept as a time-consumer for rainy days? Or should they be used, out-of-doors in fair weather, to awaken and develop creative ability, to strengthen self-confidence by accomplishment and to open the eyes of the campers to the beauty about them?
2. Do scheduled hours control the production of craft articles? Or may a camper, enthusiastic, eager and artistically inclined, be allowed the satisfaction of uninterrupted achievement?
3. Does the work duplicate the usual man-

By LAURA I. MATTOON

ual training of city schools? Or does the work contribute something to the unique educational advantages of camping?

4. Are ready made designs and "knock-down" materials found as models on the shelves of the shop? Or is the camper urged to seek inspiration for design in the natural camp setting, to start from basic materials and to seek materials indigenous to the soil?
5. Does the counselor exploit the especially gifted campers and neglect those who appear slow and awkward in the use of tools? Or is equal opportunity given to all?
6. Is the shop floor space the limit of performance? Or is the area of the camp and its environs the field of the Arts and Crafts?
7. In short, is the activity of Arts and Crafts sufficient unto itself? Or in all the activities is a sense of beauty, appropriateness and technique developed among all the campers and counselors through a family spirit of interest and cooperation?

CARO . . . CAMP BLANKET

Unexcelled for

**Warmth and Durability
with a**

selection of colors and weights to suit your most exacting requirements.

PRICED to meet the 1933 Budget

Your inquiries are solicited
We invite your inspection at National Meeting Camp Directors Assn. of America, Montreat, N. C., Booth No. 11.

STRONG, HEWAT & CO.

SALES CORP.

51 Madison Avenue

New York City

CARO—The Modern Blanket

ART IN THE CAMPS

By FANNY SPECTORSKY

PSYCHOLOGISTS tell us that one of the greatest ills of present day living is that we get so many of our pleasures vicariously—we live through the emotions of others instead of having an outlet for our own. We ourselves feel that any opportunity to aid in artistic expression is a step in the right direction. Listening to good music, seeing beautiful dancing, are fine and desirable but to give a camper an opportunity to take an active part in singing and dancing is essential to a proper development and enrichment of personality. While much in this direction has been done in camps in recent years, with dramatics, music, dancing and arts and crafts, very little, to my knowledge, has been done with painting. We attempted at our camp this summer, to add painting to our cultural arts. We found we could relate it to an appreciation of and a love for nature. An account of our experiment follows.

Everybody agreed on the desirability of fostering a love of nature in the children at camp. By this we do not mean the learning of the names of so many trees or birds for which the camper sometimes gets a coup, but rather a "pleasure in the pathless woods," a delight in the colors of sky and foliage and water. We announced that Mr. Sectorsky would go off into the woods to do a little painting and invited any of the girls who had painting sets and who would care to paint to go along with him. Quite a number expressed themselves as eager to join. Most informally, Mr. Sectorsky went to a lovely spot in the woods, set up his easel and distributed some academy boards and blank drawing books to the girls. Then he and they set to work. Some of them protested that they did not know how, but their leader told them to put down just what they saw.

Everyone knows the delight of the novice when he or she sees results that are so striking in colors. At the next excursion, more girls begged to go along, many in the meanwhile having written home for painting sets. There was no formal teaching, no attempt to proceed as one would who was aiming to turn out professional artists. Hence there was no objection raised to any of the girls "copying" the leader's work. If a girl, seeing a tree, tries to reproduce it on her board and does not quite succeed, seeing how a more

experienced painter depicts it, is a legitimate help and certainly vastly encourages the beginner.

After several such excursions, the girls looked with new eyes at possible beauty spots. I think it was Bernard Shaw who said "Art makes us see better, even as music enables us to hear better." Many of the familiar spots at camp that the girls had seen day in and day out, they now saw with deeper love, insight and appreciation after the attempt to catch their beauties and fix them in colors.

A little exhibition of our work within the camp and to the camp group only, tended to stimulate a desire in other campers to join the group.

The informal and simple character of the adventure made it so effective that it involved very little effort and the results were genuine. Not only did the girls look with different eyes upon that wealth of natural beauty that abounds in camp, but the effort carried over to an appreciation of color prints that were put in the way of the painting group.

We feel that the simple, unobtrusive, inexpensive experiment was decidedly worth while and we propose to try it again this coming season, on a larger though always simple and informal scale.

For Sale

A PERFECT CAMP SITE

Near Asheville, N. C.

Formerly a private estate. Meets every requirement for a large modern summer camp. Practically all material on property for buildings. Offered at less than one-third cost to present owners. Good terms to responsible purchasers. Maps and detailed description, or inspection by appointment on application.

GEORGE STEPHENS

Citizen Building, Asheville, N. C.

Phone 336

NOTE: Attention of Delegates to National Camp Directors Convention at Montreat, N. C., March 2nd-5th, especially invited. Property is about 12 miles from Montreat by paved State Highway.

DRAMATICS—READING—STORY TELLING AT CAMP

MRS. L. A. BISHOP, the President of the Mid-Western Section of the C. D. A. A., is engaged in preparing what should prove a very valuable and worthwhile study for all progressive directors of educational camps. She is preparing a compilation of material of possible interest to camps in their dramatic departments, and of special interest to those who may want a handy reference volume of what has actually been attempted and has proved helpful and satisfactory. The bibliographical section, which will contain only such lists of books, stories and plays, as have been actually and successfully used in summer camps, ought to be of special value.

Mrs. Bishop is sending out a questionnaire to as many as possible of such directors as she knows are especially interested in this subject. Because of the necessary limitations to such methods of procuring the help desired, because of the limited number of directors who can be reached both on account of the expense of circulation and the fact that there may be many directors and camps doing fine work in dramatics unknown to Mrs. Bishop, *CAMPING MAGAZINE* is happy to permit the use of its columns in order to reach a larger field. Mrs. Bishop's questionnaire is printed here in full,—and all directors and dramatic counselors who may not be directly reached are invited and urged to send to Mrs. L. A. Bishop, Camp Idle Wyld, Three Lakes, Wis., answers either to all of her questions or to such only, if they please, with respect to which they believe they may have information or material which may be of value. Thus they will in the end not only be helping themselves, but will also be of great help to others similarly interested.

CAMP DRAMATICS AND STORIES

A. *Short history of the summer camp.*

B. *Camp logs and newspapers.* Do you keep a camp log? Do you have a camp newspaper? Printed Mimeographed Distributed only to camp family or mailed out? How many numbers a year, and when issued?

C. *Reading in camp* (being books and magazines to which you would like to call

A Study being made which will eventually be of substantial help to all those interested in Dramatics, in reading and in story telling in camp as a means of developing a special interest in these forms of expression, and of stimulating the imagination and creative abilities of campers.

special attention from your experience with them, and please include approximate age for which you found them best suited): Books read by campers during the season from choice: Books read to campers either by other campers or counselors: Books read by staff:

D. *Story telling in camp* (being stories, or volumes, to which you would like to call attention as being especially fitted for camp use): Most popular stories, and for what ages: Most valuable short story volumes for camp reference. Do you limit to short stories mostly, or do you find long ones continued over several periods better? Do you use original stories in your camp at all? If so, have any been written down, or published?

E. *Dramatic productions:* Is camp dramatics done in conjunction with other departments? With music Arts and crafts, or the craft shop With dancing How much actual work do campers do toward the making of stage sets, etc.? How much work do campers do in costuming? Who chooses plays to be given, campers or dramatic director? Does camp tradition require certain plays repeated annually, or certain kinds given at a certain time: (If so, which ones, and when): Does camp do any original play writing? If so, does dramatics director take charge of regular play-writing classes for those wishing to join and receive instruction, or what method is used to advance initiative and enthusiasm, and what reference books have been found helpful in production, make-up, costuming, etc.

Have any original plays ever been printed in the camp paper, or elsewhere, and can they be secured at present? If so, please itemize.

Does camp emphasize "impromptu" plays? Do these have any rehearsal under direction? Are they generally stories of camp occurrences, etc., or stories read? If both are used,

(CONTINUED ON PAGE 32)

COUNSELOR WEEK

IOR a full week before the arrival of the campers we, the staff, work and play together, becoming at home in our environment, both physical and personal. Of course there is always at least one member not free to report for this training, but if she is a new counselor she feels handicapped for most of the season. So important has this period proven that some seasons I have felt it worth while to pay the extra traveling expenses to send one or two counselors back to New York to bring up the campers rather than have them lose all of the Counselor Week.

One's staff is composed of individuals who have worked hard all year, therefore it will pay in dividends of health and enthusiasm to have an atmosphere free from hurry and strain, to secure long hours of sleep and relaxation. This can be accomplished by careful planning and equally careful guarding against a sense of hurry, tho a schedule must be kept. Either the director or an appointed deputy keeps an eye on the time and the plan as a whole, so that if the mood is right for a prolonged period of discussion or a special activity, we can make the most of it, yet omit nothing in the end!

On arrival the group of counselors is welcomed by the director and such members of the staff as are already there. Shown to the cabins or tents in which they are to live in groups planned to include both old and new members, they don camp costume, usually not the uniform, and make their beds.

The secretary then secures from each her health certificate and an address to be used in case of emergency, and gives each a note book. By then it may be dinner time and we allow an extra long rest period the first day, but regularly thereafter an hour and a half is taken for dinner and rest.

Next, shoes intended for wet weather use are greased, then a tour of the grounds and buildings conducted for new counselors by an old one capable of explaining equipment and its use, including simple repairs to the plumbing! At this time old staff members can be checking up on the equipment in their special lines and thus be on hand to explain when the group reaches the craft buildings, nature library, etc. There is still time before supper for a preliminary discussion of objectives,

Outstanding Types of Camp Leadership Training . . .

By ELEANOR DEMING

This is the second of a series of articles to appear in "Camping Magazine" on the several outstanding types of training available for camp leaders.

attitudes, and methods. Our first evening we sing together, the new members of the group learning a few of the camp songs.

Next day—7:30 breakfast and by 8:30 we all report, weather permitting, at the beach for land drill and theory followed by demonstration and practice of rowing for an hour and a half. Last year, because a former counselor who had specialized in rowing was able to be with us for two days and a half, we concentrated during those first days on rowing and did nothing with canoeing until later. The staff was unanimous in favoring the concentration method, which I had followed with campers but not previously in counselor week. From 10:00 to 11:00 follows discussion of the theory of swimming instruction and resuscitation, then those qualified have a shorter or longer swimming period, and all physically fit are urged to take at least a dip. The actual taking of safety tests and building up of endurance are pushed by the swimming counselor as rapidly as health warrants. It is our desire to have every staff member able to participate and if possible to assist in all general activities, like water sports, trailing, cookery and camping out, etc. The counselor week is a normal course and by judicious alternating of physical activities and discussion or conference periods we are able to fill the time very full and yet cause no strain. Naturally weather conditions cause many shifts of plan but "land drill" in many activities can be given indoors or on dining porch and with proper protection, trailing, use of maps and compass, fire building, etc., can go right on. Those counselors not physically ready to participate in the activities always learn much from watching others, while those already proficient assist the leaders. As a safety policy no counselor is permitted in a canoe until she has passed safety tests and never goes out with campers until her fitness is proved.

At least two suppers are cooked and eaten out of doors. Preceding these there is a period of discussion and demonstration and practice, starting with the use and care of knives and axes, wood gathering and chopping, fire-building, and necessary precautions. Then a simple but balanced meal is prepared. The second time the dietitian takes the new staff members to the store room and explains our regulations for its use,—counselors take what they like when going off duty—, where the trip supplies and equipment are kept and how cared for. Then the new counselors prepare and serve the supper, old ones taking them in small groups so that each may do the cooking. Appropriate menus are discussed and a variety of utensils are used (including reflector baker), the number of suppers cooked out depending upon the need for practice.

This is equally true with the axe work, including proper sharpening. We try to have a discussion and demonstration of form and teaching methods given for each sport by the counselor in charge. At that time we discover how many others are already able to assist or could become proficient shortly.

One session is devoted to camping equipment and its care, at home and on trips, followed by making of beds and rolls, packing of knapsacks and pitching of two types of shelter tents, with discussion of desirable locations. Following and making of trails, use of maps and compass are taught. One evening we stay up late enough to trail in the dark and all go canoeing or rowing at night so as to land in the dark.

After the nurse has had time to get the infirmary in order the new counselors visit it and learn the rules for its use. One long and thorough discussion period is devoted to the emergency kits used on short and long trips. It is really a resume of a first aid course. In each kit a typed list of contents with use of each item serves as a guide and reminder. *Everyone* attends this session but at other times many old counselors have time for conferences with each other or the director, or for preparation of their own plans and equipment while only one or two are busy with the new ones. The director makes a point of having a conference with each new counselor to get her ideas and suggestions and help her to fit her special interests into the whole.

At one dinner on the dining porch time is

taken to discuss table manners, conversation, diets, procedure for serving and clearing, etc. In all things but perhaps especially at table is the thought emphasized that *noblesse oblige*. If we expect the campers to eat and enjoy a varied and balanced diet we *must* set the example. Only under instructions from nurse or physician is "dieting" permitted. Equally is it important for each counselor to practice as good posture as possible at all times. The one in charge of posture and correctives explains her objectives and methods so that they may be carried out in all activities.

During our numerous discussion periods which are interspersed through the days and take up parts of most evenings, we run over our printed "counselor notes" and take up the mental hygiene approach to our job. Usual behavior problems are discussed from this angle and counselors are encouraged to make these sessions round tables of experience and theory on such topics as fears, prejudices, crushes, homesickness, and a professional attitude. Our personality records are explained but no detailed discussion of individuals is taken up until everyone is in camp. Two seasons we were fortunate in having a psychiatrist with us for short periods to work with the staff, using data we had about some of the individual girls as case material to illustrate her points. I only wish we could have her help and guidance each year.

One evening the director and staff of a nearby camp for smaller children joins us. There is one hour of serious discussion of the opportunities and responsibilities of the camp counselor, followed by an informal social period with refreshments and music.

In this rather brief description of our Counselor Week I feel that I have barely touched on much that is most important. During those seven days our staff becomes unified and friendly, enthusiastic and eager. Mutual respect and confidence is developed and each feels that her share is important and that her point of view is desired. Some who have swum or paddled always discover a better form and start to acquire it. If I have talked more about sports than art or music or crafts or poetry or nature lore, it is because they are more easily acquired by all, but just as every one assists at swimming, if only by checking in and out, so many learn to teach different crafts and help with plays and *all* are urged to become familiar

• THE CAMPING MAGAZINE •

The Official Journal of the
Camp Directors Association of America

Vol. V March No. 4

25c per copy \$2 per year

Entered as second class matter December 8, 1932, at the Post Office, New York, N. Y., under the Act of March 3, 1879. Subscription included in membership in Camp Directors Association of America.

FREDERICK L. GUGGENHEIMER, Editor-in-Chief

EDITORIAL STAFF

LOUIS H. BLUMENTHAL
121 Haight Street San Francisco, Cal.
RAYMOND C. FRANK
Englewood, N. J.
ELBERT K. FRETWELL, Ph.D.
Teachers College, Columbia University, New York, N. Y.
MRS. BERTHA S. GRUENBERG
227 West Hortic Street Philadelphia, Pa.
A. E. HAMILTON
Harrison, Maine
LAURA I. MATTOON
Wolfeboro, New Hampshire
DWIGHT L. ROGERS, Jr.
122 East 42nd Street New York, N. Y.
MRS. I. SPECTORSKY
315 Central Park West New York, N. Y.
FAY WELCH
N. Y. State School of Forestry, Syracuse University,
Syracuse, N. Y.

Business and Advertising Office, Address

RAYMOND F. PURCELL, Business Manager
CAMP DIRECTORS ASSOCIATION OF AMERICA
551 Fifth Avenue New York, N. Y.

Editorial Office, Address

FREDERICK L. GUGGENHEIMER
219 West 81st Street New York, N. Y.

EDITORIAL COMMENT

IN line with the policy announced in a previous issue, the attempt has been made, in planning the March CAMPING MAGAZINE to develop the major portion of its contents around the general theme of training for the use of leisure time. The very interesting articles of Dr. Wilbur and Dr. Snedden which were written especially for the CAMPING MAGAZINE lead up quite naturally to the general discussion of the various arts, and the development of the several cultural interests in the camp, all of which activities tend toward the development in the personality of the individual of those tastes, interests and skills which prepare for the wholesome use of leisure. Of course, in addition, so that the contents of the issue might not seem too one-sided it has been deemed desirable to include articles dealing with practical problems which are, especially at the moment, timely for our consideration. It is planned that our

April issue will deal primarily with the practical development of the theme of Crafts, their methods and their uses in the camp.

The Board of Editors invite the comments of its readers as to this plan as it is being gradually developed of attempting to have each issue revolve around a central theme. Are we succeeding,—and if so, do you like it?

It was with real regret on the part of the Editorial Board that in obedience to the ukase issued by the Executive Committee, the February number of CAMPING MAGAZINE had perforce, to be omitted. If the members of the C.D.A.A. and the readers of the Magazine regretted the omission as much as the Editorial Board, a repetition of such omission may be avoided if the Association and the Magazine shall receive from Camp leaders throughout the country the support, practical as well as moral, which is essential if the Association and its official publication are to survive!

• • • A NEW CAMP — 1933

Dr. and Mrs. John P. Sprague express their unbounded faith in and their optimism for the future of the educational camp by their announcement recently made of the opening of a new camp for girls for the coming summer. This camp which is to be known as "Clearwater," — The Sara Holiday Sprague Camp for Girls, is to be situated on Clear Lake, at Minocqua, Wisconsin, and is to be directed by Mrs. Sprague, the former Sara Holiday, who for many years was one of the owners and directors of the Holiday Camp for Girls in Minnesota. She has now withdrawn from Holiday, which is to be continued by her former associates, and has joined with Dr. Sprague in his camp projects in Wisconsin.

The formal announcement which Dr. and Mrs. Sprague have issued with respect to this new undertaking, expresses the note which must be adopted by all progressive and undaunted Camp Directors today:

"Camping must go on in 1933 with finer spirit and finer results than ever before!"

SECTION NEWS

THE NEW YORK SECTION

The January meeting of the New York Section was held at the National Board Building, Y.W.C.A. on Thursday, January 19th. There were about two hundred present to discuss the prospects for 1933. A report of the special Committee appointed at Dr. Lehman's seminar at Hotel Pennsylvania on December 3rd was received and referred to the National Executive Committee. It was presented by Mr. Howard and was two-fold in aspect, containing an appeal to Directors to stabilize their fees, and an appeal to parents to cooperate in maintaining reasonable standards. The Section President reported on the average reduction of camp fees in a number of camps that had come to his notice, which showed that the 1929 level had dropped in general 25-30 per cent. Operating costs other than salaries were reported by Dr. Lehman's Committee to have decreased 15-18%. The meeting was followed by a social hour at which refreshments were served, a new feature of Section meetings which is growing in popularity.

On February 2nd the first men's luncheon of the Section was held at the Fraternity Club. The President read a paper on "The New Era in Camping," the theme of which was to urge all to operate camps on a service basis, making profit definitely a secondary consideration. In the discussion that followed, the thought that camping should be an all-year experience was emphasized and Mr. MacDonald spoke interestingly on the substantial progress of the Boy Scouts of America in this direction. The statement made in the paper that the demand for camping exceeds the supply, since the younger generation is growing more and more camp minded, was challenged by the contention that camp procedures are often not adequate to hold the interest, and that many campers were discouraged after a single season. The need of making camping a more vital experience was then emphasized.

The second woman's meeting of the Section was held on Friday evening February 3rd at the National Board Building, with Miss Embler presiding. The attendance was splendid and a fine discussion developed on the subject "Camp and the Counselor." A

number of counselors were present, and on account of the limited time it was voted to continue the subject for the March meeting with two counselors conducting the discussion.

On February 22nd the New York Section Board of Directors met to consider the general circumstances of the Association and to formulate plans for strengthening the National and forwarding the general welfare of the Association.

NEW ENGLAND SECTION

A meeting of the New England Section of the C.D.A.A. was held in Boston on the afternoon and evening of Saturday, January 28th. The general content of the program was planned around the special topic of "Educating for Leisure," and was of unusual interest and value.

Prof. Carver of the New England Conservatory of Music opened the session with fifteen minutes of Choral Music, as an expression of "social cooperation." Four valuable papers were then presented, illustrating "four contributions which organized camps are making toward the preparation of boys and girls for tomorrow's leisure," as follows:

1. *The Contribution of Music.*

Mr. Francis Findlay, Supervisor, Department of School Music, New England Conservatory of Music. Director, Eastern Music Camp.

2. *The Contribution of Dramatics.*

Katherine Ridgway Hunt. Mrs. Hunt has specialized for years in Dramatics and believes that plays contribute to the development of clear speech, poise and perfect expression of thought.

3. *The Contribution of Nature Lore.*

Charles M. Lamprey, Martin School, Boston. Nature enthusiast. His home in South Sudbury is a Sanctuary for Birds, wild flowers, and for wild life.

4. *The Contribution of Handcraft—Artless Artisans.*

A. Cooper Ballentine, Secretary and Treasurer, N. H. State Commission on Arts and Crafts. Director of Craft Work, at Camp Kehonka.

"ILL BLOWS THE WIND THAT PROFITS NOBODY"

By H. W. GIBSON

THE financial uncertainty of the past two years severely tested the stability of organized camps. Economic gales wiped out a number of camps and threatened the existence of many others. Those who survived the strain of the storm learned that there was much truth in Shakespeare's saying, "Ill blows the wind that profits nobody," and some of the values which they salvaged from the "ill winds" of 1931 and 1932 are as follows:

1. They discovered that many things heretofore considered necessities were really luxuries and could be dispensed with at no loss to the camp.
2. They discovered the values of budgets and the challenge of balancing them. One director by a careful study of his expenditures found 33 items capable of cost reduction without weakening the program or personnel of his camp. "Take care of the pennies and the dollars will take care of themselves," is a principle worth remembering when purchasing supplies and signing contracts. "Nothing over 5c and 10c" laid the foundation of a fortune amounting to millions.
3. They discovered the value of waste. A director saved more than one hundred dollars in gasoline cost by preventing unnecessary trips by the camp autos. A running time schedule was inaugurated for the camp truck and insistence upon adherence to the schedule by everybody. Another director saved the waste paper and twine that heretofore was thrown in the rubbish cartons and reduced that budget item by ten dollars. A French Chef visited the United States sometime ago and made a study of our hotel system, especially the kitchen and waste disposal. One of his statements in reporting his experiences was, that "he could feed France from the waste that went into the hotel garbage cans." Keep tabs on your garbage can waste.
4. They discovered how to plan more carefully the day's work and thus avoid duplication of effort, waste of time and overlapping of responsibility. The staff

was reduced in size but by adopting a system as much work was accomplished as when the staff was larger.

5. They discovered that fee cutting did not produce desirable results; that a reduced fee for one and all campers with no "special considerations" was greatly appreciated by the patrons and contributed much in maintaining the prestige and standing of the camp. Beware of boomerangs in 1933 because of fee cutting and ethical discourtesies of 1931 and 1932.
6. They discovered that counselors were willing to share losses with the director and that a camp can be operated profitably upon a mutual basis of sympathetic understanding. The experiences of 1931 and 1932 will have a tremendous influence in stabilizing counselor fees and camp fees.
7. They discovered that the rhythm of camp life must be slower if the values of camp are to be had by the campers. The jazz rhythm of the past when it was thought essential that every moment of the day and part of the night had to be filled with "speed" events, played havoc with the health and safety of the campers as revealed in the report on Camp Health and Safety by Dr. Saunders. It is not the "speed" but the purpose of events which determines the health and happiness of campers.
8. They discovered that courage and confidence create clear thinking, a conclusion forced upon many by the urgency of the financial situation. With courage to be themselves and not copyists, many directors scaled their programs to meet the actual needs of their campers and eliminated everything that failed to make a definite contribution to the character enrichment of campers and counselors. The result was, the getting rid of a lot of accumulated program rubbish and equipment antiques. Because of this "surgical" operation the campers

were happier and healthier. There was less pastry and more nutritious food—physical and mental.

9. They discovered that many of the so-called enduring things of life were really illusions and what were called idealistic, were practical and enduring. Hard boiled, hard headed and the efficiency type of leadership has thus far failed to rescue nations, business or individuals from the slough of financial depression. "Idealism is the effort to realize by elimination and combination the highest type of any natural object." Yes, some camp directors had the audacity to be idealists during the past two years and consequently saved their camps by the process of "elimination and combination."
10. They discovered the worth of quiet and meditation. The small enrollment provided opportunity for mental relaxation. Many directors practiced what they had recommended so often to their campers and counselors, the necessity of getting away and being quiet. The writer spent a day recently among his books, especially those covered with dust because of non-use. He came across David Grayson's "Adventures in Contentment" and he just bathed his soul in its wholesome philosophy. It was like a refreshing breeze from the hills, and when he had finished its reading he experienced a sense of new discernment and felt a new vigor possess him. He was ready to tackle "old man depression" with grim determination to win. Since that day he has read "The Friendly Road" and "Adventures in Friendship," by the same author. David Grayson in the flesh is Ray Stannard Baker and lives in Amherst, Mass. Take a day off and read those books in some quiet place where undisturbed you can assimilate and digest these unusual "adventures."

What about the season of 1933? Well! to some directors it will be just *another year*, to other directors it will be a *new year*. Shortsightedness will cause the repetition of past mistakes. Longsightedness will compel adoption of methods and plans for the camp season born out of past experiences and nourished by the desire to make 1933 significant in exposing boys and girls to the awakening power of great ideals, and reveal to them the enduring things of life.

Available To Camps For the First Time

The Sportsman's Mutual Assurance Company

OFFERS

SPECIAL GROUP
REIMBURSEMENT CONTRACT
COVERING

Both Sexes — No Age Limit

Your Camp Can Be Reimbursed
(up to limit of contract)

for

Physicians' Expenses
Surgeons' Bills
Nurses' Fees
Hospital Expenses
X-Ray Charges

When any enrolled Camper suffers bodily injuries through accidental means while participating in any recognized sports, including contact sports, or practice or training therefor.

The Sportsman's Mutual Assurance Company (a Non-Assessable Mutual Co.), organized by and for Sportsmen, writes special reimbursement accident contracts for Sportsmen and Sportswomen, Schools, Colleges, Camps and Sporting events.

The Sportsman's Mutual Assurance Co.
Shoreham Bldg., Washington, D. C.

Please send particulars of your Special Group Reimbursement Accident Contract for Camps. I have campers.

(Signed)

Address

LEGAL ASPECTS OF CAMPING

By LESTER RABBINO, LL.B.

WITH the development of every new activity, there is always a corresponding growth of the law relative thereto. The private camp is still a new enterprise and the legal rights and obligations of the camp director will become more and more definitely known as time goes on.

The purpose of this article is twofold:

1. To call to the attention of the camp director certain legal phases concerning his chosen work.
2. To institute and provide a forum for the exchange of information on the legal aspects of camping.

What must the director of a private seasonal camp do to live up to the obligations imposed on him by the contract of enrollment? What can be required of him as to living quarters, sanitation, food, safety measures, etc? How far may he go in disciplining a camper? Is the director responsible for articles lost at camp? What duties are imposed on the director if, through no fault of the management, a child is injured or taken ill at camp? These are but a few of the questions that present themselves as we view the subject. Neither time nor space will permit a discussion of more than one.

The relationship between the private camp director and camper is contractual. It is brought about by an agreement between the director and the parent or guardian of the camper. The form of an agreement is usually very simple, such as:

"Kindly enroll my son JOHN DOE in Camp Jones for the season 1932. I agree to pay the tuition fee of \$300.00 as follows: \$50.00 with this application, and the balance on or before June 15th, 1932.

Signed JAMES DOE"

On receipt of this application the director usually writes a letter acknowledging the enrollment with thanks. It is easy to see that the written agreement only enrolls the camper for a definite fee. To find the other terms we must look elsewhere. Often a descriptive booklet is given to the parent (some contracts specifically refer to the rules and regulations in the booklet). Any promise stated in the booklet might be part of the contract. One of the leading law commentators states the proposition as follows:

"Provisions or terms with respect to tuition and other charges which are set forth in a catalogue or advertisement of a private school and are known to or called to the attention of a prospective pupil or one contracting for his instruction, or which are contained in an application for the enrollment of such pupil, become part of the contract for instruction; but statements in a catalogue which are not read by or called to the attention of the contracting party are not binding upon him."

In the average case the child is enrolled in the summer camp because of its known reputation or on the recommendation of one who has already attended the camp. The director does not definitely stipulate what services he will render to the child. "Custom of the trade" supplies a great portion of the contract. The director must provide suitable living quarters, proper food, counselors, care and attention.

Practically all camps have a medical department. The doctor is usually one who has completed his internship and he is assisted by a nurse. They are paid stipulated salaries by the camp to supervise the health of the campers. Although the doctor is usually licensed in some state, he frequently is not licensed in the state where the camp is located. His salary compensates him for all services rendered at camp and he is not entitled to extra compensation for services performed for members of the camp.

Let us assume that a child is taken ill on July 15th, two weeks after the season begins (season is from July 1st to August 31st) and the camp physician diagnoses the ailment as acute appendicitis. He advises immediate attention. The child's parents are travelling and the director can not locate them.

The Code of Ethics of the Camp Directors Association provides as follows:

"II. The Standardized Methods of Procedure.

It is the professional duty of directors, if a camper becomes ill and is likely to

(CONTINUED ON PAGE 24)

SECTION NEWS

(CONTINUED FROM PAGE 19)

At the dinner meeting which followed a social hour an address on: "Are Camp Directors Educators" was given by Mr. Archer M. Nickerson, President, Mass. School Masters Club. Headmaster Frank V. Thompson, Junior High School, Boston.

Special music was rendered by students from the New England Conservatory of Music.

PACIFIC SECTION

Word comes from the Pacific Section of a proposed Training Course to be held under the auspices of the Section at the Berkeley Y.W.C.A. weekly from February 2nd to April 13th inclusive. The course is under the direction of Professor Rosalind Cassidy of Mills College, and is very comprehensive in plan. Those who may be interested in obtaining further information with respect to the content of the course are invited to communicate either with Prof. Cassidy or with Mr. Blumenthal, the President of the Section.

MID-ATLANTIC SECTION TO BE REVIVED

Thirty-six directors, assistants and head counselors and others interested in Camping, gathered around the dinner table in the Y.W.C.A., Washington, D. C., on Saturday, January 28th, to welcome Miss Emily H. Welch, national president of the Camp Directors Association of America and to hear her speak to the subject "Camping, its present Trends and the place of the Association in relation to Camping generally."

This group was representative of the Mid-Atlantic area and it comprised people from almost every branch of camping. Private camps, Y.M.C.A. camps, Y.W.C.A. camps, Boy Scouts, Girl Scouts, Adult camps, and others were represented.

Following a splendid address by Miss Welch an hour was spent in a "sharing of experiences in program building" under the leadership of Mr. L. B. Cairns, acting chairman of the section.

This meeting has opened the way for the re-juvenation of the Mid-Atlantic Section.

(CONTINUED ON PAGE 27)

Complete
Outfitting
Service

FOR

Schools and Camps
Combining
Quality and Value
in Uniforms
and Equipment

Full information regarding
Camps provided for Patrons

SCHOOL AND CAMP BUREAU
FOURTH FLOOR

MARSHALL FIELD
& COMPANY

CHICAGO

Special Craft Courses for Camp Counselors

Jewelry Pottery Metalry and Enamelling Sculpture
« Woodcarving « Sketching, Etching and Painting
« Leather « Block Print « Tapestry Weaving « Weaving

*Very Reasonable Rates Day and Evening Classes
A Staff of Distinguished Craftsmen*

The Craft Students League

of the Y. W. C. A. of New York in cooperation
with the New York Society of Craftsmen

Studio: 50th St. at 10th Ave., COLUMBUS 5-4377

WILLIAM M. SHACKNOW

CERTIFIED
PUBLIC ACCOUNTANT



1440 BROADWAY
CHickering 4-4614
NEW YORK CITY

Mutual Casualty Insurance Company

110 West 40th Street

New York, N. Y.

We write insurance covering Workmen's Compensation — Automobile — Teams — Public Liability and Property Damage.

Officers

J. W. Scott, President
Robert Henry, Treasurer
A. Joseph Ross, Secretary
John A. Kershaw, Asst. Secy.

Camp Directors Given Special Consideration

LEGAL ASPECTS OF CAMPING

(CONTINUED FROM PAGE 22)

be or has been confined to bed for a period exceeding three days, immediately to notify the parents; and it is permissible under proper medical advice to send the camper to the hospital and leave him there in charge of a competent person. If an operation is under consideration, the director is expected to put forth every reasonable effort to get into consultation with the three best physicians available and then to render his decision in accordance with this medical advice."

Nothing is said as to who is liable for the payment of the three (or less number if three are unavailable) physicians. Assuming that an immediate operation is necessary, it becomes the duty of the director to arrange for the hospitalization, operation, etc. The operation is performed successfully and later the child returns to its home and there remains for the balance of the season to recuperate.

The surgeon's bill is \$150, the hospital charges \$100, and the consulting physicians claim \$50. The parent has paid the full tuition fee of \$300.

1. Can the surgeon, hospital and consulting physicians demand payment from the camp?
2. Can they demand payment from the parent?
3. If the camp pays these charges can the camp demand repayment from the parent?
4. Can the parent demand a return of the pro-rata fee for the time from July 15th to the end of the season?

1. Although ordinarily not so, in a case such as outlined above, the camp would stand in the position of one in "loco parentis." This has been defined as follows—"A person standing in loco parentis to a child is one who has put himself in the situation of a lawful parent by assuming the obligations incident to the parental relation," If nothing were said at the time the physicians were engaged, they would have a right to expect payment from the camp. The director could avoid this liability only by

an explicit understanding and agreement that the physicians would look to the parent for payment. This, it is fair to assume, the physicians might be unwilling to consent to. Therefore as an agent for an undisclosed principal and as one in loco parentis, the camp would have to pay for the services of the physicians and hospital.

2. The physicians and hospital can demand payment from the parent. In law the parent is liable for all necessities of the child. What are necessities are, of course, a question of fact and are dependent upon the circumstances of the parent, his station in life, etc. The amount that each of the physicians could demand, the hospital charges, etc., might vary in each case. But that they would be entitled to the reasonable value of their services from the parent, there can be no doubt. If the camp were in the very low price class, it might be that the child should be a ward patient. If the camp charged a large fee, the parent could probably be obligated for a private room, private nurses, etc. In a leading case the court summarized its holding as follows:

"I am therefore of the opinion that it should be taken as the rule of law, too well settled on authority to be now questioned, that a physician in the absence of a special agreement, may recover on an implied agreement to pay for his services quantum meruit, when they have been rendered at the request of the patient, or of a person, who in the eyes of the law, is regarded as being under a legal obligation to provide such professional services for the patient; such as the husband, or parent of a minor child."

In another case we find the following:

"... there was an absolute necessity for the immediate rendition of the services, where the law raises an implied promise to pay in consideration of the benefit conferred on the parent by such services, although rendered without the parent's actual request."

In the latter case the child was away from home at a private school and the plaintiff treated the child at the school for certain throat difficulties. The court found that the school had implied authority to engage the services.

Therefore, even though the doctors, etc.,

AHOY!



NAVIGATION

IS NOT CONFINED TO SHIPS

Learn to Navigate
your own body in
water. Buy the

WATER STUNTS CHART

42 Stunts on a 16" x 10" Cardboard, Paraffin Protected, Ready to Hang. 50c for One; 3 for One Dollar. By mail, postpaid.

SCHOLASTIC COACH BOOKSHOP
155 E. 44th STREET
New York, N. Y.

TRADE MARK **"PORTAKIT"** REGISTERED



A tidy help
in any camp

May be
hung up

Try some
in your
camp store

Holds all
toilet articles
neatly, and
Encourages
Habits of
Good Hygiene.

Ask YOUR OUTFITTER to stock them!

Ivory	\$1.00	Unfilled	(soap dish incl.)
Delft Blue			
Bright Red	\$1.50	Eq.	{ soap, 2 brushes }
Jade Green			{ wash cloth, tumbler }

Add 15c
for
mailing

For wholesale
rates, please
write to:

DR. C. RICHMOND
5 PROSPECT PLACE
NEW YORK CITY

INDIAN LORE

» » » **"A**N Indian Summer in Reading, Pa.," is the title of a bulletin telling of an experiment in introducing the Indian theme into the music, handcraft, drama and sports of a recreation program.

And with it a bibliography—"Indian Lore in Recreation Programs"—listing plays for different age groups, ceremonials, pantomimes and dances, and music.

You will find this material exceedingly valuable in planning your camp program.

Price \$.15

**NATIONAL RECREATION
ASSOCIATION**
315 FOURTH AVENUE
NEW YORK CITY

can claim payment from the camp they have an equal right against the parent. Of course they are entitled to only one payment.

3. If the camp pays the physician and the hospital reimbursement can be demanded from the parent.

By implied contract, the camp agrees to give the camper parental care as nearly as possible. To that end the doctor and nurse are engaged by the camp. True, the doctor treats minor ailments at the camp infirmary and no extra charge can be made for these services. But in that the camp is doing what the parent does. The real mother of the child treats the child for simple bruises, stomach-ache, etc. When there is some thing more urgent, however, she calls a doctor. In order to more nearly approach the "watchful eye" of the mother, the director has the assistance of the medical department. All the director warrants in the event of a serious illness is that he will do all that can be reasonably expected of one in his position. It becomes his duty immediately to communicate with the parent and if unable so to do, it is his further duty to make all arrangements to safeguard the health of the child. But legally he does these things as the agent for the parent. He is clothed with an implied authority to engage the necessary physicians, hospital, etc., on behalf of the parent.

"The test for determining whether the expenditures should be allowed is whether the director acted in good faith and with reasonable discretion in making such expenditures."

4. The camp is entitled to the entire fee and the parent can not recover a pro-rata amount for the time during which the child was not at the camp.

The contract is entire and indivisible and the camp having performed, is entitled to the full amount due under the contract of enrollment. It has been held that a school has no right to the fees or charges paid or agreed to be paid for a specified time if during the *whole of that time* the pupil was prevented by illness from attending and receiving the instruction. There is nothing in the assumed case, however, that would entitle the parent to a refund.

There are cases where the only one liable for the fee of the consultant would be the

camp. If the director had a few children ill and called in the consultant to ascertain for his own information the possibility of a contagious disease being present, only the camp would be liable for the physician's fee.

The results reached above would be the same if the child suffered a serious injury through no fault of the camp.

• • • SECTION NEWS

(CONTINUED FROM PAGE 23)

Several of those present expressed their intention to attend the National Convention and the Continuing Committee was requested to plan for another sectional conference in April, to hear reports from the convention and to bring the section officially into being.

The committee in charge includes, J. C. Ingram, James Lazard, Miss Florence Dunlap and L. B. Cairns, Chairman.

• • PENNSYLVANIA SECTION

At the December Meeting of the Pennsylvania Section, held in Philadelphia, on December 9th, a discussion of unusual interest was developed upon the subject,—"A More Individual Program for the Junior Camper." The discussion centered about the type of leadership needed in counselors engaged to supervise young campers; and the type of program best answering the three-fold purpose of Health Benefit, Educational Value and Appealing Interest to the child.

On Friday, January 13th, the discussion was based upon a paper read by Mr. Harvey Harman of the University of Pennsylvania, upon the subject: "Counselors"—Do we need specialized or all-around general counselors, —or is there some formula or ideal combination that is within the reach of all of us?

(*Ed.'s Note:* It is hoped that some definite conclusions may have developed from this discussion, and that they may be forwarded to the Editor of our Counselor's Column for the benefit of all of the readers of the CAMPING MAGAZINE.)

Camp SORLAND in Norway FOR BOYS—13-16 YEARS

Leave N. Y. June 24th Arrive N. Y. August 22nd
SAILING—FISHING—LIFESAVING—CRAFTS—SPORTS
2 American counselors of exceptional merit wanted.
Write camp director: T. LANGAARD
SCHIFF SCOUT RESERVATION MENDHAM, N. J.



The NEW KAUSTINE SANITARY TOILETS

WE shall be glad to welcome you in Booth 5 at the National Meeting of the Camp Directors' Association and tell you how your profits can be increased through the installation of the new Kaustine Sanitary Toilets. Send for descriptive literature today.

KAUSTINE COMPANY, INC.
PERRY, NEW YORK

Camp Directors Travel by BUS

IT COSTS LESS

Enjoy the scenic beauty in a luxurious **DE LUXE BUS**.

Special low rates for camp transportation. Write or phone for information.

UNITED MOTOR TERMINALS
INC.

347 MADISON AVENUE
NEW YORK CITY

SUITE 305

VAN 3-7500

AN OPEN FORUM

BELIEVING with good old Uncle Toby that "much can be said on both sides," I shall leave to others the task of marshaling specific arguments *pro* and *con*. My one objective now is to induce those who have charge of the Montreat program and all others who plan to attend the annual meeting to avoid there formal discussion of this mooted question. Let us have harmony, fellow directors! At the Chicago convention this issue almost stampeded the C.D.A.A. into complete disruption. Subsequent National meetings have been little better than heated debating clubs that generated factional rivalry "ad nauseam." I wonder what our campers would have thought of us directors had they witnessed the scenes alluded to!

If conditions of national scope imperatively demanded at this time a pronouncement of finality, then we directors would have to "dig in" and fight the issue to a finish. But no indubitable signs on the horizon so indicate, therefore very seriously I question the expediency of injecting into the Montreat gathering a discussion of an old issue that rationally and calmly should be outlined in print and deliberately studied for months before directors could hope to find a conclusion that would satisfy. Why have another National Convention marred by controversial contumacy that can not result in finality? At the Buck Hill Falls convention I had the honor of inviting the C.D.A.A. to come South for its '33 conference. We of the Southern Section are pridefully expecting big things at Montreat. Let us taboo this discussion and have peace!

COL. L. L. RICE

The members of the Southern Section feel that the new National Constitution could be greatly improved by a number of changes. We, of the Southern Section, would like to ask the members of other sections to consider the advisability of certain amendments that should be enacted at our next annual meeting at Montreat, N. C., in March.

The Southern Section proposes that the National Constitution be so amended:

1. That it will be impossible for a decisive vote to be polled by any one Section (As it is now any one section, or at least

Presenting some replies as to the plea for expression of opinion as to the present organization of the C. D. A. A.

- any one of the larger sections can vote a measure through).
2. That members may join a section without joining the National, or better still, so that section members automatically become National members. The new constitution is quite illogical on this matter of membership.
3. That a quorum shall consist of at least 25% of the active paid up membership at regularly called meetings, and 33⅓% of the active paid up membership for the purpose of taking a vote by mail. (Since comparatively few members from distant states can attend a National Meeting, it may be wise to vote on all matters of great importance by mail.)
4. That a counselor membership be established with a fee not exceeding \$3.00, \$1.00 to go to the Section and \$2.00 to the National, subscription to the CAMPING MAGAZINE to be included.
5. That there will be definite qualifications for *active* membership. (The idea of having absolutely no requirements for *active* membership except to be "interested in the field of camping from an educational or recreational standpoint," is absurd and inconceivable to those of us who really want a strong, effective, and worthwhile Association, which stands for something definite, clear-cut, and specific. Membership in the C.D. A.A. should be a badge of merit and should carry with it some distinction which is impossible under our present constitution.

C. WALTON JOHNSON, *President*

Camping, if it is to go forward, needs two kinds of an organization to carry it forward educationally. One is an organization of camp directors—a professional fellowship. It seems to me that this professional association of camp directors should be made up of those who will meet and can meet the requirements of this profession regardless of the type of camp that they are directing. It should include not only the camp director



AN UNUSUAL OPPORTUNITY

to purchase a property called "Maine's rarest spot"

This exceptional property consists of about 500 acres and has nearly three miles of shore frontage on one of the lovely Belgrade Lakes, and two miles of tree arched lanes, suitable for driving and riding. A private driveway skirts the lake front. There are beautiful sandy beaches for bathing. Several buildings equipped with modern conveniences, ready for occupancy.

Elevation over a thousand feet

The healthy climate, adaptability, exclusiveness and accessibility of this unusual estate makes it a most ideal location for a camp or for any institutional purpose. Only an over night ride from New York and about 150 miles from Boston. The property can be had on very reasonable terms.

♦ ♦ ♦ FOR FURTHER DETAILS WRITE TO ♦ ♦ ♦

M. MARTENS, Owner, 17 East 42nd Street, New York City

but his or her associates and those people directly concerned and participating in camping as a profession. It has been my hope that the C.D.A.A. would continue to develop along that line, as it seemed to me, that a good start had been made.

The second type of organization that the camp movement needs is a national council on camping. Let's call it a National Camping Association or Council. This would include all types of camping interests and lay workers as well as professional ones. The major activity of this association might be the holding of a yearly conference on camping. This latter organization would correspond in the public school educational field to the National Education Association. The first organization, the professional group, would correspond to let us say the Superintendent's Association within the N. E.A.

Another parallel might be in the leisure time education field that the National Camping Association would correspond to the International Boys' Work Council which up until the last three years has held annual conferences on Boys' Work, but there are

Kitchen Equipment

Headquarters for over 80 years for Superior camp ranges, kitchen utensils, glassware, china, and silverware.

Send for special booklet and 1933 rock-bottom prices.

W.E. DOUGHERTY & SONS, INC.
Everything for The Kitchen
1009 ARCH STREET PHILADELPHIA, PA.

SUMMER CAMPS

PLANNED AND DEVELOPED

Write for our free booklet "Planning and Developing Summer Camps." Also for leaflet describing "Camps in the Woods."

A book on all kinds of camps including summer camps—complete in all details—\$6.

AUGUSTUS D. SHEPARD

Architect, A.I.A.

101 Park Avenue

New York City

CHILD STUDY ASSOCIATION \$1.50 CLUB OFFER

In addition to one year's subscription to *CHILD STUDY*, the club offer of \$1.50 includes either—(A) booklets, (B) study group material, or (C) any five of the pamphlets listed below.

« CHILD STUDY »

A monthly magazine of parent education and child training. Yearly subscription.....\$1.00

« A—BOOKLETS »

Parents' Questions25
Books—A Selected List for Parents and Teachers..... .35
Music and the Child..... .50

« B—STUDY MATERIAL »

Discussion Records..... .75
A Manual for Leaders..... .25
Suggested Outlines for Group Study..... .20

« C—PAMPHLETS »

Select any five of the following:

Disciplinary Devices—Punishment20
Disciplinary Devices—Rewards..... .20
Habits—What Are They..... .20
Individual Differences..... .20
Play and Playthings (including a toy list)..... .20
Sex Education..... .20
Teasing..... .20
The Gifted Child..... .20
When Children Ask About Babies..... .20
When Children Eat Together..... .20
When Parents Meet at School..... .20

*Indicate whether (A), (B) or
(C) is desired. Mail this
list with check or
money order.*

CHILD STUDY
ASSOCIATION,
221 W. 57 St.
New York, N. Y.

Name.....

Address.....

several professional fellowships such as the Scout Executive Association, the Association of Boys' Work Secretaries, and the Southern Association of Directors of Boys' Work, within that larger group. These latter are distinctly professional groups or groups made up of professional workers. That is what I hope that the C.D.A.A. may become in the camping field.

WALTER L. STONE

The only group of camp directors unorganized and without leadership at the present time are the owners and directors of private camps. National organizations conducting camps, such as the Y.M.C.A., Y.W.C.A., Boy Scouts, Girl Scouts, Camp Fire Girls, Boys' Clubs and Welfare Societies, provide special conferences and institutes for their camp directors and national leadership is detailed for the purpose of making leadership training groups, adequate, progressive and efficient. Special literature is also available for directors of organizational camps. Because of the vision and foresight of their national leaders, the leadership of local and state camps are trained in skills and the technique of camping. This is one of the reasons why so few organizational camp directors have joined the Camp Directors Association.

From the very beginning the C.D.A.A. membership has been predominately owners and directors of private camps. The reorganization of the C.D.A.A. has changed the character of membership so that it is possible for any person, whether a camp director or not, who measures up to certain character qualifications, to become an active, voting member. This change in character of membership and in object—"to further through Camping as an educative and recreative experience the interests and welfare of children and adults,"—makes the new C.D.A.A. a national clearing house on all matters pertaining to camping both for children and adults, and it ceases to be a professional organization of camp directors. There are many things to be said in favor of the change. A national organization devoting its time to research work, to making effective national and state legislation; to cooperating with Foundations, the Department of Education, national and state; to creating a camping literature and other ways of contributing to the welfare and promotion of organized camping as a whole, is an urgent need de-

serving the support of all who are interested in the camping movement.

Directors and owners of private camps are today facing problems entirely different from those confronting organizational camp directors. Has the time arrived for this particular group of men and women to form an organization, simple in operation, unhampered by legislative machinery, and for the interchange of experience? I wonder!

H. W. GIBSON

COUNSELOR WEEK

(CONTINUED FROM PAGE 17)

with our natural environment. Given the right personality you can, with such a week of training, build confidence and security based on a foundation that makes for success in the profession of camping.

CAMP DIRECTOR Has Twenty-five Boys
Wishes to become associated with well organized and equipped boys' camp within two hundred miles of New York.

Address **CAMPING MAGAZINE**

Room 1816

551 Fifth Avenue, New York City

Camp Efficiency

Every camper should arrive with all articles personally marked—how many do?

MONOMARK

offers for the first time, a simple, easy way. Indelibly marks clothes, bedding, etc., with the **FULL NAME**—smaller items and articles with the initials in a beautiful monogram.

Instruct this year's campers to mark everything with **MONOMARK**—Full name, monogram, pad, indelible ink—attractively boxed—\$1.00—sent postpaid or C.O.D. within 24 hours of receipt of name and initials carefully printed.

Orders may come direct or through you—or we will aid you by appealing direct to your 1933 campers.

END THE CONFUSION—NOW!

230 EAST 35th STREET
NEW YORK, N. Y.

Books for Camp Leaders

The Girls' Camp by ABBIE GRAHAM

A book which every camp leader will welcome. Some of the chapter headings are "Getting on with Human Nature," "Camp Leadership," "The Creative Arts," "Program and People," and "Sunday in Camp." Miss Graham writes out of her many years of experience in camping. Program leadership, relationship and discipline are discussed with imagination and insight into human nature. \$1.50

Camps and Their Modern Administration . . by HAZEL K. ALLEN

Various sections of the book deal with the work of the camp committee, the camp staff, budget, rates, business procedure, food and food service and the selection of a camp site. A well selected bibliography is included. \$1.50

Magic Casements by RUTH PERKINS

Definite and concrete suggestions for the planning of summer camps, based upon sound educational principles. A very valuable contribution to the literature of camp program planning. \$1.50

THE WOMANS PRESS 600 Lexington Ave., New York, N. Y.

TENTS

SAFEGUARD HEALTH

Use Barco Guaranteed Waterproof Tents. Recommended and used by leading scout-masters.

Write for complete information and low prices.

BARNETT CANVAS GOODS CO.

Manufacturers

TENTS AND CAMP EQUIPMENT

130 Arch Street, Philadelphia, Pa.

PHYSICAL EDUCATION TEACHERS

IF . . .

- . . . You want to keep in touch with the latest developments in your profession.
- . . . You want to study the latest ideas of educational leaders.
- . . . You want the latest in teaching materials for your classes.
- . . . You want to read news items of interest from over the country.

THEN . . .

You will be interested in The Journal of
**HEALTH AND PHYSICAL
EDUCATION**

It brings to you the experiences of others who have problems like yours. Articles on health, new games, problems of administration, swimming, diving, canoeing, hiking, demonstrations, etc., appear regularly.

TWO DOLLARS is the subscription price of "The Journal of HEALTH AND PHYSICAL EDUCATION" which is issued ten times during the school year. 64 pages of helpful material in each issue. Illustrated.

Send for complimentary copy today

American Physical Education Association
Department C, Box 362, Ann Arbor, Mich.

WAtkins 9—4621—4622—4623

THE MCKINLEY Meat and Poultry Corporation



Wholesale Butchers-Poulterers
PROVISIONS—GAME

30 Years Experience Supplying Distant Camps

84 GANSEVOORT STREET, NEW YORK

DRAMATICS—READING —STORY TELLING AT CAMP

(CONTINUED FROM PAGE 15)

what books, or stories, have been found especially worth while which you would recommend to others?

Do you give out-of-door plays, and have you produced any of special interest to other directors? Were they written at camp, or works of others?

Do you give any "singing" plays, or operettas, or light operas, or use music in your camp dramatics, and to what extent? And what operettas, songs, etc., have you used to your special satisfaction?

What plays of literary value have you produced (many camps emphasize one "good" play a season) with special notes concerning same.

"Dramatics with a lesson." (Many camps and schools use short plays to teach a lesson. Have you made use of such, and how, and with what results? If so, please state which ones: Have you used: "Health plays, or drills"

"Character building plays"

"History plays"

"Bible or religious plays"

"Dance dramas"

"Pantomime"

"Water pageantry"

"Other pageants"

"Nature plays"

Formal ceremonies developed in connection with council rings, or other camp ceremonials.

What reference books for dramatics, plays, story-telling, collections of plays and short stories, etc., would you recommend having in the camp library which have been of great value to you when without access to city libraries?

What camps of your acquaintance give special attention to dramatics?

Wanted to Rent or Purchase SMALL CAMP

Suitable for fifty. Within radius of 150 miles of New York City.

Mail Complete Information Box 50.

Camp Directors Association of America
551 Fifth Avenue

New York City

WHY DANCING SHOULD BE A PART OF EVERY CAMP PROGRAM

(CONTINUED FROM PAGE 12)

camp has not helped them solve their problem of self-adjustment. These girls are so greatly helped by dancing, that for their sake alone, we would be warranted in having dancing in camps. One of our incentives for correctives in dance form was so to disguise the dance that it would appeal to those not interested in dancing, or too self-conscious for it. This effort has proved worthwhile. Girls are eager for "rhythmic gymnastics" who would resent dancing classes. Soon the results in poise, balance, better weight distribution and suppleness give more self-confidence, more ease and expression, and consequently better social adjustment after the girls return to the city.

So I feel that dancing will be a part of almost every camp program. In that case we should know all we can about the type of dancing and the teacher who will bring the most educational value to her camp. I use "educational" in its broadest significance.

In a later issue there will be a report by the committee on what they consider should be the minimum requirements for an instructor of dancing in camps.

Cosmopolitan

offers camp advertisers a larger circulation among substantial prospects at a lower rate than any other medium with an established camp department.

More than 1,500,000 copies monthly
57th Street at 8th Avenue :: New York

TROJAN CAMP UNIFORMS

Distinctive—Durable—Economical
A proper fit for those of unusual build.
Direct from

MANUFACTURER TO YOUR PATRONS
eliminates loss of time and errors
Quick Service Assured

Outfitters to Camps Charlevoix, Algonquian, Chikopi, Fairwood, Mississauga, Akomak, Northwoods and others.

Ask For Details Now

TROJAN ATHLETIC WEAR CO.
Bay City, Michigan

Rosemary Shearer & Susan Patrick
SCHOOL & CAMP OUTFITTING
21 West 16 Street New York

CAMP OUTFITTING

A few of the better camps are outfitted by us. We grow slowly—never having more business than we can do—so that we can give each order individual, careful consideration. Our qualities are high; our prices right; and our service a pleasant surprise.

« « « ENROLLMENTS » » »

Results guaranteed. 200 Camps and Schools secure enrollments annually through this 25 year old Bureau. Write Camp Department:—

AMERICAN SCHOOLS ASSOCIATION
921 Marshall Field Annex, Chicago
or 1212 Times Bldg., New York

QUALIFIED COUNSELORS

College students preparing for life work in Social Fields are available as camp counselors.

Students specially trained in:
CAMP COUNSELORSHIP AND BOY PROBLEMS,
AQUATICS, ATHLETICS, HANDCRAFT AND
NATURE WORK

SPRINGFIELD COLLEGE
(Summer Placement Bureau) Springfield, Mass.

"NEW ENGLAND'S OWN" PRODUCERS AND DISTRIBUTORS OF FINE FOODS

Wholesale Only

BEEF, MUTTON, LAMB, VEAL, PORK, HAMS,
BACON, SAUSAGE, POULTRY, GAME, BUTTER,
CHEESE, EGGS, OLIVES, OILS—FRESH, SALT
AND SMOKED FISH—FRUITS AND VEGETABLES—CANNED FOODS, PRESERVES AND
BIRDSEYE FROSTED FOODS

Batchelder, Snyder, Dorr & Doe Co.
Blackstone, North and North Centre Streets
Boston, Mass.

CAP'N BILL'S COLUMN

Recently a letter came to my desk which read in part as follows: "Many teachers are having rabbits for pets in their kindergartens and nursery schools. One teacher has run into this problem. The little animals which this teacher has are called rabbits yet they must be hares. What should one do in giving accurate information to parents and children? Any help that you can give us will be greatly appreciated." I suspect that many teachers and camp directors are straining for gnats when they should be swallowing a camel.

When a boy I discovered a bob white's nest. I made a daily trip to the nest with the hope of obtaining a young chick for a pet. One day, to my surprise, the little ones had hatched and gone. A few years later I met a bob white hen with her young and she led me away from her children by acting as though she had a broken wing. Such experiences are everlasting in one's memory. They were much more important to me than whether the animal should be called bob white, quail, or partridge.

In more recent years I have learned that birds born on the ground have down and can run the first day. Robins and other birds born at a safer height are naked and blind. And so with rabbits. Rabbits are born in burrows, naked and blind. Hares are born in a "form" on the ground with fur and open eyes. Perhaps the rabbit is a weaker runner and has a constant color because he can retreat to a hole. Perhaps the hare is quick and alert, feeds at night, and often changes color because he is in the open. These ever widening acquaintances are much more interesting than quibbling with words.

And how confusing our English language can become. The dragon fly is neither dragon or fly. The cray fish is not a fish. Scientifically speaking the "grasshopper" is a locust and the "locust" is a cicada. The Carribbean Sea is preferred and is so pronounced by the natives of that region yet it is known to us as the Caribbean. The Belgian hare is a large rabbit and the cotton tail rabbit is a hare. When do these facts become important?

The day may come when you would con-

• • STRAINING FOR GNATS?

sider it important to decide whether a phrase is an adverbial clause or an adverbial clause modified. This might be particularly true of some English grammar fuss-budget. I doubt if it would ever happen naturally with a normal child. A teacher in the midst of a thrilling report may constantly nag a child to say *rabbis* are instead of *rabbis is*. It would seem to me more important that the child have something that he want to tell. Later he may want to tell it in the best possible way because some noted visitors are coming. That would present an ideal situation for making clear the use of *is* and *are*.

Similarly the occasion may arise when one would be glad to know that the American hare is wrongly called a rabbit. The name rabbit originally belonged to a European burrowing species which was ancestor to the domestic rabbit and Belgian "hare." The domestic rabbit is correctly so-called as it descended from the European rabbit. If a boy or teacher is going into the rabbit business it is important to know that a rabbit can "burrow out." If the camp director comes into possession of a wild hare he would be interested to know that there are no wild rabbits native to North America but that there are twenty species of wild hares. The hare is better at jumping than digging, therefore his pen would be built accordingly.

A hunter in Massachusetts is allowed a bag limit or possession of 2 hares and 5 rabbits a day and there is no closed season for European hares in Berkshire County. To be within the law he must know his hares and rabbits. The large gaunt hares of the plains with immense ears have always been called "jack rabbits" and in spite of school teachers the farmer will insist in putting up "rabbit-proof" fences. He deems it more important to know that these animals do not burrow under the fence than to say Jack Hare. The "Brer Rabbit" of the south is the cotton tail. These names have been fixed by current usage and should be accepted as such.

In one word the key to the situation may be most simply expressed by the word *need*. The mother rabbit must be treated carefully and must be given proper food. Very soon

the young must have space for exercise. Food, exercise, and sleep are also the needs of a child. The same laws of health apply to young rabbits and the child. By caring for the rabbits the child's mind is occupied with appropriate problems. The mother rabbit is sick and needs immediate attention. If an individual child in his reading has his curiosity aroused as to whether the pet is a rabbit or hare his need should be satisfied. He will be growing by his individual needs.

Finally, (We take as our text, "Ye blind guides, which strain at a gnat, and swallow a camel." Mat. 23, 24), let us hunt for the camels in the picture. Whether we possess a rabbit or hare is relatively unimportant but it is extremely important whether our experience leads us to

1. *Scientific doubt*, questioning whether a rabbit's foot brings good luck. Can a rabbit jump into a briar patch and not get scratched?
2. *Accept good proof*, changing mind. What you thought was a rabbit is a hare.
3. *Use reason*, the rabbit's long ears are for hearing and not lifting.
4. *Direct observation*, the rabbit nurses her young. How many upper front teeth?
5. *Discovery*, that cabbage used as food causes strong odors in the cage. Are the young born blind or with eyes open?

More enthusiasm for camels is being realized in many schools and camps.

MUSIC IN CAMPS

(CONTINUED FROM PAGE 11)

instruments (they were all just delighted with themselves) that I realized how much could be done with little toy instruments if they were handled in the right way. You can have little bells and rattles. Do not think the only kind of toy instrument is the one made with a dishpan.

I am a great believer in the harmonica, and I think I could in a short time demonstrate to you, if I had the opportunity, that there is something you can learn to do if you can only learn to manage your breath so that it does not go all over the mouth-piece. You

must blow into one hole at a time. When you blow into one hole it is "do" and when you draw the breath in "do" becomes "re." I should certainly have a mouth organ for all persons who desire to use them.

Then I believe very thoroughly that one of the things we have got to learn to have is bands and orchestras in camp. Think what a wonderful opportunity it would be to have a band practicing out in the woods! The time is coming very rapidly when no reputable camp will be able to look its neighbors in the face unless it has a band. A good capable man can go into any group of boys who have never played on an instrument and by the end of the summer have a good band.

If I were the head of a camp I would not think of taking any person into my staff who could not sing. If I were going to select a person as music counselor I should of course prefer one thoroughly capable, one who could play some orchestra or band instrument and knew the technique of teaching it, to a person who could do a little, but the more you can get this combination of music and the ability to teach and especially the understanding of the place that music has in the lives of young people, the more sure you are to have music in the entire camp a very vital force.

SUGGESTED BIBLIOGRAPHY

Musical games which might be suitable for camp use compiled by F. B. Littlefield—Robin Hood.

SOURCE:

1. *Sixty Musical Games and Recreations*—Oliver Ditson Co., Boston. Game Numbers 1, 2, 3, 5, 6, 7, 8, 10, 12, 13, 15, 19, 20, 21, 22, 23, 24, 25, 27, 28, 29, 30, 31, 35.
2. *Twice Fifty-Five Games with Music*—C. C. Birchard & Co., Boston. Game Numbers 12, 14, 35, 36, 41, 43, 47, 49, 51, 57, 59, 60, 62, 63, 66, 68, 69, 70, 89, 90, 107.
3. *Enrichment of Camp Life through Music*.—Vo. 3.—Library on Camping by H. W. Gibson, Watertown, Mass.

Other books which may contain suggestions:

101 Riddles and 101 Things to do—Grosset & Dunlap.

(CONTINUED ON PAGE 39)

OF HUMAN INTEREST

“**A**T OUR next meeting we are planning to give an hour to a discussion of the mistakes we made this summer in our respective camps. If we talk over together these mistakes we shall thus be helped to avoid many next year. Will you make this hour a success by sharing in the discussion?”

Born in New England, my active conscience has controlled my goings and comings and my deeds of commission and has always urged me to undertake all proffered tasks; but this request to bring out into public view my mistakes—so many and so stupid—made my hair stiffen, gave me the heebie jeebies and caused my blood to coagulate. Horror enveloped me. My tongue clove to the roof of my mouth as my imagination brought vividly before me the picture of that HOUR.

I could see those directors solemnly listening to my tale of woe and with fishy-unsympathetic eye gazing at my trembling-stuttering mouth and gloating within their souls over those horrible mistakes of mine. Was it not enough, since camp closed, to have been haunted every night by hobgoblins of shame sitting at the foot of my bed and pointing long bony fingers at me as they hissed long and long and each in a different key? Must I suffer worse torment for the errors of my ways? Certainly, I knew that in my turn I could grow glassy eyed and gloat over the mistakes of others—but this thought gave me no comfort.

Long ere this request to parade my blunders arrived I had banished my horrible hobgoblins by my determination not to “let my grievous past with vain remorse torment me.” I had filled my soul with new hope—broader vision, greater sympathy and deeper affection, and was hurrying forward new plans for my campers. My mistakes squeezed dry of all the lessons I could obtain from them had already been thrown into the dump and forgotten. Must I scramble about amid loathsome debris to pick up that discarded trash? And must I spend valuable time to assemble it in some kind of order that conclusions could be drawn as warnings for others?

With great strength of spirit I refused attention to the urge of my conscience. I turned me about from my private rubbish dump. I whistled for my pups and scampered for the nearby mountain top. Far below me lay the quiet lakes and brown fields, beyond in majestic beauty stood the snow-tipped everlasting hills. Hidden far below was the dump—out of sight and forgotten. I stretched as near as possible to the blue heavens and drew in a long-sweet breath of that pure cold air.

*“God made the star-hung skies for us,
And singing trees and hills and lakes.
Of course, He made mosquitoes too—
But everybody makes mistakes.”*

HIKING SONG

*When a breezy morning makes you feel
An insistent tickle on the heel,
Just take that sensation for a sign
To come along and link your arm in mine.*

*Out along a level road and wide
With a canteen clinking at your side,
Do you find you need a little pep,
Or do you find it hard to keep in step?
No!*

*As the road winds out before our feet
We just grin at everyone we meet. . . .
Destinations we don't have to know,
It really doesn't matter where we go!*

*Then hike away, we'll hike away
With the clouds sailing high
Across the bright summer sky;
We'd like to stay, but not today. . . .
We're off for the open road!*

*Oh we lie neath the stars on a mountain ridge,
With the distant lights below;
While the clear moon shines thru the tall,
black pines
High o'er the campfire glow,*

*Then the silence follows the darkening night
As the crackling logs grow small
And the campers sleep, while the hills their
watch keep
Over those who have answered their call.*

DO YOU KNOW:

That in the Department of the Interior President Hoover in his reorganization plan for the U. S. Government created an Assistant Secretary for Education, Health and Recreation? This Secretary would have the direction of the bureaus of Education, Indian Affairs and National Parks and in addition Public Health Service and Division of Vital Statistics.

That in 1932 in New Hampshire nine new camps were launched in spite of the dark, tumultuous waters of the financial sea?

That in New Hampshire all private camps have the classification of "Commercial Camps"; that the license for which Ten dollars is paid bears the classification of "Juvenile Recreational Camps"; that steps are being taken by a group of directors with camps in this state to change this and other erroneous notions concerning organized camps for boys and girls?

That Dr. Ernest R. Groves said in October, 1925 that education . . . "must have more freedom and it must be more out of doors"; that if the camps improve in calibre of leadership as they have since that date we shall witness the schools and camps hand in hand in the closest cooperation to give our boys and girls that which Dr. Groves demands for normal development—more freedom and more out of doors?

That it is wise for our leaders in camping to begin now to prepare the public mind for the idea that for the best results from education the school year must be shortened and the Educational camping program adjusted appropriately: Six months in school, six months in camp with a harmonizing educational program!

REDUCED RAILROAD RATES

FOR THE

C. D. A. A. CONVENTION

AT MONTREAL, N. C.

Report of the Transportation Committee

Fare and one-half for the round trip is definitely assured this year without the requirement of reaching any fixed quota of travelers.

Arrangements have been completed covering practically every railroad in the United

States and Eastern Canada whereby those traveling to our convention may purchase unconditionally in advance round trip railroad tickets for the usual one-way fare plus one-half (1½ fare) for the round trip.

The only requirement is that an IDENTIFICATION CERTIFICATE must be presented for each ticket purchased. Certificates in addition to those distributed will be available upon application to the National C.D.A.A. office, the Secretary of each section, and the Transportation Committee.

IMPORTANT: The user of each identification certificate must be sure to fill in his name in the space provided therefor before presenting the certificate for the purchase of his ticket.

DATES OF SALE: These reduced tickets will be placed on sale according to the following schedule:

EXTREME NORTH WEST: February 21 to 27 inclusive.

CALIFORNIA AND FAR WEST: February 22 to 28 inclusive.

ROCKY MOUNTAIN STATES: February 23 to March 2 inclusive.

ALL OTHER TERRITORY: February 25 to March 3 inclusive.

TIME LIMIT: Final return limit to reach original starting point not later than midnight of the thirty days from date of sale.

STOP OVERS: Stop over privileges allowed on both the going and return trip upon application to the conductor.

ROUTES: Going and returning via same route, or going via any authorized route, returning via any other authorized route.

VALIDATION: Return tickets must be validated at the Black Mountain Railroad Station before starting on the homeward trip.

PLACE: Purchase tickets to Black Mountain, N. C. That is the Railroad Station for Montreal.

FARE AND A HALF RATES (IDENTIFICATION CERTIFICATE PLAN) FOR ROUND TRIP BETWEEN:

New York and Black Mountain...	\$37.05
Lower berth each way.....	7.88
Chicago and Black Mountain.....	39.06
Lower berth each way.....	8.25

St. Louis and Black Mountain....	37.07
Lower berth each way.....	7.50
Memphis and Black Mountain....	30.81
Lower berth each way.....	6.38

Week end round trip tickets at one fare and one-fifth are in effect in the Southeastern territory (South of the Potomac and Ohio Rivers and East of the Mississippi River; also including gateway points, Washington, Cincinnati, St. Louis, Memphis and New Orleans). Identification Certificates are NOT required when purchasing such tickets. These special week end tickets are good for use beginning Midnight Thursday, or any time Friday, Saturday, or Sunday. The return trip must start before Midnight of the following Tuesday. Stop overs allowed within limit of ticket.

Travel via rail from far and near using Identification Certificates. The granting to us of this same plan for next year will depend upon the number of certificates used this year.

NOTE: The Transportation Committee is pleased to report that practically all of the Railroad Companies will reduce last year's round trip fares by six-and-two-thirds to ten per cent. These rates will be effective for camp parties this summer.

TRANSPORTATION COMMITTEE

ARNOLD M. LEHMAN, *Chairman*
WILLIAM BALL
COLBA GUCKER

DRUGS AND CHEMICALS

HOSPITAL SUPPLIES, BANDAGES, ETC.

All Medication For Campers

Hospital Necessities for the Physician Up at Camp.
Prescriptions Filled and Forwarded Directly to Camp.

City Hall Chemists, Inc. 282 Broadway, N. Y. C.
Wholesalers and Manufacturing Chemists COlrandt 7-7520

CAMP DIETITIANS AND HOUSEHOLD MANAGERS

Camp directors who have had difficulty in filling positions of this kind will be glad to hear that we have a special department for dietitians and nurses with camp experience. We cooperate with the home economics departments of eastern colleges. Phone or write us your exact specifications.

VOCATIONAL SERVICE AGENCY
18 EAST 41ST STREET, NEW YORK

FOR RENT OR SALE

2300—16 mm. single reels

212 features of 5, 6, 7, or 8 reels

Projectors, Cameras and other Moving Picture Equipment

Write for free catalog

Let us arrange a movie entertainment for your season.

MOGULL BROS.

1944 E. Boston Road

New York City

• • FOR YOUR BOOKSHELF

Among the Christmas Books was a delightful Ghost Story by J. M. Barrie,—"Farewell, Miss Julie Logan." Published in book form, it is really a long short story. The good story teller will consider it a find, for Barrie has made the telling weird and eerie, altho at the end a relator can give a common sense explanation of the incident—which is a good point in a camp story, after the hair has risen, and the chills coursed down the spine. The story has several other good points—romance, a vivid picture of a Highland glen locked in winter, and historical connection with Bonnie Prince Charlie, when the glen folk were too mousie to call the fugitives "Jacobites," but rather the Strangers.

The use of a few Scotch phrases would be appreciated by campers, and might well crowd out more common expressions of camp vernacular. When, after taps, that flashlight whirls about with the whispered excuse, "mosquitoes," would not "Douse the glim" from the counselor make a happy variety.

The story-teller in a Camp Fire Girls' Camp in California is in the strategic position of cataloger in the San Francisco Library, and she writes it's a rare day when she finds a story for the Camp Fire Story hour. She writes the Just So Stories of Kiplings have been her "successes." She suggests Gulliver the Great in a volume of that name, by Walter Dyer, Century; and White-Tiger, in Men and Beasts, by Samuel Scoville, Century, exciting and a two night number. Several good dog stories can be found in that volume. The Pig Tail of Ah Lee Ben Loo by John Bennett, has some excellent humorous stories and ballads.

Humorous stories in good taste and some bright jokes should be tried on camp groups. It is said that a child is "growing up" when it begins to enjoy jokes and witticisms. Has any one found in the Saki Stories any that could be used for Camp?

Waterless Mountain should be on the Junior Shelf. The author, Laura Adams Armer was awarded the John Newbery medal, annually given for the most distinguished contribution to American Literature for Children.

Moonland Mousie and Older Mousie by Golden Gorse are two most entertaining

books about horses, with English background. The illustrations look like plates from charcoal sketches and are fine.

Sorrel Stallion, by David Grew, had very favorable reviews. Of course Smoky by Will James is already on your shelf.

In *The Donkey of God*, Louis Untermeyer, Harcourt Brace, the most beautiful story is the Horse of Siena. *The Dog of Pompeii* is also a pleasing story. These stories are new, with Italian background—but must be adapted for children.

Cats? There is *Puss in Books*, a collection of stories about cats. Elizabeth Drew and Michael Joseph, Dodd Mead.

Rrou, by Maurice Genevoix (Translated from the French), "is a sensitive, minute analysis of a cat's world. The hero is a convincing character, an animal of individuality." The background is filled with nature's changes, and French living and thought.

Terhune says a cat is never a faithful, loyal friend to man, but probably Agnes Repplier would dispute that. Helen Hunt Jackson wrote a charming book, *Letters from a Cat*.

Ring Up the Curtain! M. J. Moses, Little Brown. Twelve plays for Children, practical and interesting, including *Little Black Sambo*, *Lady Gregory's The Dragon*. Illus. black and white, and color. Suggestions for costumes, sets, music, 10 yrs. and up.

Handicraft for Girls, Edwin T. Hamilton, Harcourt Brace. A "timely" book of wide range, including stenciling, hooked rugs, batik, photography, art metal jewelry, mask making. Simple explanations, excellent line drawings, materials used easily obtained and not too expensive, make the book practical and usable.

"Camps in the Woods," By Augustus D. Shephard, Architect; Published by Architectural Book Publishing Co., Inc., New York.

Those who have attended recent conventions of the New York Section will have seen some of the beautiful work of Mr. Shephard in drawings and photographs and architectural designs and models. The volume which has just been issued constitutes not only an artistic and aesthetic addition to any well rounded library especially in Camp, but it

It's Common Knowledge That—

BASS Genuine Moccasins

are the most comfortable, durable and practical footwear for camp.

And why shouldn't they be?—they are *Genuine Moccasins*, built the Indian way, by a concern that has specialized in the manufacture of outdoor footwear for more than half a century.

More camp directors each year are assuring their campers of correct foot comfort by specifying *Bass Moccasins* as standard equipment. Why don't you?

You will find a more detailed explanation of *Genuine Moccasin* superiority in the *Bass Style Booklet*, a copy of which will be sent Free on request. We will also be glad to answer any specific question which you might want to ask.



One of the many popular Bass Camp Styles

G. H. BASS & CO.
27 MAIN STREET WILTON, MAINE

also supplies some constructive suggestions to all camps no matter how simple in character, in the way of fireplace and bridge and gateway designs and equipment, as well as with respect to boathouses and sleeping quarters. While it is true that Mr. Shephard's work is primarily intended for the planner of the more elaborate private, family camp, the owner of the educational camp for boys and girls, who believes that beauty can be and should be incorporated in his landscaping and buildings will find some stimulating and valuable hints and suggestions here.

MUSIC IN CAMPS

(CONTINUED FROM PAGE 35)

Community Recreation—Century Co., N. Y.—J. C. Elson.

Boys' Books of Camp Fires.—Cheley.

One Hundred Folk Songs of All Nations.
—(The Musicians Library).

Stunt Songs for Social Evenings.—Elbridge Entertainment House, Franklin, Ohio.

Indian Games and Dances.—Alice C. Fletcher.

COUNSELING WITH AND BY COUNSELORS

FOREWORD

This is the first of several articles which will be written under the heading, "Counselor Reactions," which will attempt to voice counselor opinion as it has been realized through class and individual discussions. It is not necessarily an expression of the writer's opinion, but rather an attempt at summarizing what seems to be the prevalent counselor feeling on the subject.

The Editor—COUNSELOR'S PAGE

A RECENT discussion among several members of a university department of education brought the following reaction to the question, What is progressive education? That it is a cloak behind which a certain group of ultra-modern educators hide their iniquities was, in essence, their half-facetious reply. A discussion of this much abused term with any group, lay or professional, will elicit various interpretations and evaluations. Its tenets have been adopted in varying degrees by many institutions and organizations having, in part at least, educational objectives—the church, the camp, and other youth organizations. Differences in educational policy may be noted in the various camps. This fact is recognized here. It has been observed through discussion and counselor comment that a great deal of bewilderment exists as to the functioning of this "progressive" idea in camping, and frequently a very sincere dislike for this type of program is admitted. What are the reasons for this obvious disapproval? What are some of the outstanding characteristics of these programs?

The primary concern of the proponents of this educational scheme is the child as an individual. He is recognized as a person with abilities peculiar to himself, which are the result of his inherited capacities and experience. An effort is made to ascertain the interests of this individual and the program is organized with a view toward his full development. He is placed in an environment rich in opportunities for growth through creative endeavor. Achievement occurs primarily as a result of a real interest in the activity. The development of character results from the social experience which group life offers. Situations are set up in which the child may have first-hand experience to

COUNSELOR REACTIONS

Progressive Education in the Summer Camp

the extent that this is practicable and possible. The natural exploratory tendencies of the child are recognized and satisfied in the organization of the program. This program is not imposed by the leaders, but has as its basis the desires of the child.

These are worthy ideals. Their realization should result in counselor satisfaction. It is not, however, a disagreement with the ideals which most frequently brings about dissatisfaction with this type of program, but rather a feeling of frustration on the part of the counselor, with respect to their realization. Many reasons are offered for this feeling. It has been their experience that in many instances the personality of the counselor is the primary deciding factor in the camper's selection of an activity, rather than a real interest in the activity. The leader's personality may prejudice the child for or against an activity and more or less permanently influence the development of his tastes and appreciations. The counselor is supposed to guide rather than actually lead. Guidance is a form of leadership, to be sure, and the fine distinction between guidance and leadership is often difficult to make. One of two things is necessary in most instances for the realization of this subtle differentiation—namely, either wide educational experience, or wise mature judgment. Another very common criticism of this educational scheme is that the impulsive following of desires on the part of the child too frequently results in his participation in those activities with which he is already familiar. The interest span of the child is frequently so short that more self-discipline than many children possess is required for the completion of a project. Therefore instead of the realization of those ideals of self-mastery which are set by the progressive educator, habits of "drifting" from one activity to another are frequently developed. Another comment frequently made by counselors is that the camper appears extremely bewildered in many instances. The experience which the child has the other ten months of the year is more frequently with the adult leadership than the adult guidance type of program.

An account of the experience of an arts and crafts counselor in an eastern camp always comes to my mind when this type of education is being considered. The camp was one in which progressive education ideas had taken a firm hold. The campers were given free choice of activities. They were told that Miss Z would be at the arts and crafts house from nine to eleven in the morning and that she would help any of them wishing assistance. She was to present no organized instruction but rather was to guide them in depicting their ideas. She found that too frequently they were lacking in artistic background. They had not the experience from which to draw for creative art. This person was one who had had teaching experience. She was thoroughly at home in the out-of-doors and possessed those abilities which would make her attractive to the camper. Her teaching experience plus her abilities should have made her well qualified to give them much of value. However, she felt that her summer was most unsatisfactory. On the administration side of this situation was a director who was a master in an eastern private school recognized for its progressive ideas. He should have been able to organize his camp most efficiently and intelligently. What was wrong? Why is it that counselors so very frequently feel as they do?

Dr. Fretwell of Columbia University, in evaluating leadership says: "A leader must be sincere and believe in the worth of what he is doing; enthusiastic—contagiously enthusiastically about what he is doing; clear as to the ends to be attained and master of the material and methods to attain these ends."* One senses so very frequently the sincere inability on the part of the "progressive camp" counselor to believe in the worth of what he is doing or to clearly visualize the ends to be attained.

Through this discussion, an attempt has been made to describe a situation. The director on the one hand has his objectives for his camp, but the program does not seem entirely successful. The counselor, on the other hand, has failed to grasp the whole situation and exactly what is expected of him as an integral part of that situation. A more complete understanding of objectives and methods must be mutually realized if "pro-

* Smith, Charles F.—Games and Recreational Methods—p. 9.

gressive camping" is to have a meaning, either to the campers who are of primary consideration, or to the camping movement as a unit of our far reaching educational system.

WHO'S WHO AMONG OUR CONTRIBUTORS

Dr. Ray Lyman Wilbur, Secretary of the Interior, is at present on leave of absence from the Presidency of Leland Stanford University, to which post he returns at the end of the Hoover administration. Dr. Wilbur, who is above everything an educator and devoted to the interests of the youth of America was the tower of strength in the White House Conference.

Dr. David Snedden is Professor of Education in the Department of Educational Sociology at Teachers College, Columbia University.

Henry W. Gibson certainly needs no introduction to readers of CAMPING MAGAZINE. He is Past President of the C.D.A.A.; Past-Secretary-Treasurer; Past Editor in Chief of the CAMPING MAGAZINE, in all of which posts he performed yeoman service. He is at present President of the New England Section, as well as Director of Chimney Corners Camp, at Becket, Mass.

Helen Jean Brown, Ph.D., is a teacher in the Department of Botany in the Ohio State University, and has been for many years actively interested in Nature Study as Counselor and adviser in camp.

Dr. William G. Vinal (Cap'n Bill) even if he needed an introduction to any reader of CAMPING MAGAZINE received it last month.

Prof. Peter W. Dykema is Professor of

Camp Directors, Attention!

We have been serving Camps faithfully for five years and earnestly solicit your patronage.

OUR CUT PROJECTS ARE THE TALK OF THE CAMPS

Everything in the way of Leather, Tools, and Designs, we can supply for your Leathercraft activities.

We are arranging for a training course in Leathercraft to be held in New York City during March and April. Please write for particulars.

C. W. DANNENHAUER

143 North Fourth Street PHILADELPHIA, PA.

Music Education at Teachers College, Columbia University.

Portia Mansfield is Counselor for Dancing at the Perry Mansfield Camp in Colorado, and is Chairman of the Committee on Dancing of the C.D.A.A.

Miss Laura I. Mattoon, the well beloved former Secretary of the C.D.A.A. is Director of Camp Kehonka, and a valued member of the Editorial Board of CAMPING MAGAZINE.

Fanny Sectorsky (Mrs. I. Sectorsky) has been active in the C.D.A.A. for many years, is now a member of the Editorial Board of CAMPING MAGAZINE, and is Director of Camp Lenore.

Eleanor Deming is a past President of the New York Section of the C.D.A.A. and is Director of Camp Miramichi.

Lester Rabbino is a New York practising Attorney, and is director of Camps Onibar and Geneva.

Homer W. Grafton is President of Great Lakes Inter-Camp Council, and Director Camp Wigwasati, Upper Ontario, Canada.

CAMP DIRECTORS

Will Find TRYON Quality

Thru-out in the selection of Uniforms and Camp Equipment at prices no higher than ordinary camping merchandise

EDW. K. TRYON CO.

910-912 Chestnut Street, Philadelphia, Pa.
America's Oldest Sporting Goods House

TO CAMP DIRECTORS

SPECIAL PRICES ON
OARS and PADDLES
FOR A LIMITED TIME ONLY

Equipment Catalog mailed upon request

We also handle Canoes, Rowboats, Floats, Springboards and Aquaplanes.

ARMSTRONG & GALBRAITH, Inc.
75 BARCLAY STREET NEW YORK CITY

*The most up-to-date handbook for the boy
who wants to make things*

THE BOY BUILDER

By EDWIN T. HAMILTON

Detailed instructions, with plans, diagrams, and illustrations, for building 100 different articles out of wood. Each one has a place in a boy's life today and is something he will enjoy making and using. No article is too difficult or expensive for the average

boy. The opening chapter explains and illustrates the use of the different tools, and gives instructions on painting, staining and other types of finishing. One entire section of the book is devoted to things to make at camp. Just out, \$2.00

Another popular, modern book

HANDICRAFT FOR GIRLS

By EDWIN T. HAMILTON

17 different crafts—stenciling, block printing, pottery, batik, paper mosaic, etc.—explained simply and entertainingly with step-by-step instructions for making complete at least one article in each craft. *The Woman's Press* writes: "The direct, clear

and interesting descriptions of the craft processes are valuable in an unusual variety of ways. . . . A handbook for any leader of girls whose program could include this kind of work."

Illustrated, \$3.00

SEND FOR DETAILED CIRCULARS

HARCOURT, BRACE & COMPANY, 383 MADISON AVENUE, NEW YORK

"BEHIND THE SCENES"



CAMP directors are engaged in a business not only humanitarian in its works but parental and instructive; the Camp Director and Camp Owner must neces-

sarily have an untold amount of the "Milk of Human Kindness" in his or her soul in order to fitfully and properly carry out the daily life and routine of dozens of youngsters entrusted to your care during the camp season—a fondness for children, a great patience and more than ordinary executive ability, in order to safeguard and direct each daily activity in the direction of play and the protection of health.

To the hunter, the fisherman, the camper and those who love nature and the great outdoors, there is in the blood a kindness, a bigness that matches the open spaces so that anything small, or bordering on smallness, seems to stifle.

When away at camp in a world of your own, when you arise in the morning and don your camp togs, ready for a day of glorious fun and freedom by the lake or in the woods—do you ever give a thought to the origin of the very clothes you have on, whether they were made in a sanitary healthful atmosphere, like the great woods you are sheltered in, or made in dismal unsanitary sweatshops

in a city's slums, the direct opposite to the world you are living in.

Slums and woods do not go together, and were you to stand behind the scenes you would certainly be very particular that the clothes you outfit your campers in, have the background of cleanliness and cheerfulness—a fitting and harmonious note to the shouts of play that make the welkin ring when rapturous youngsters are building memories and storing health for the future years of womanhood and manhood.

When outfitting your camp this coming season, please ask your dealer to investigate the MAN O' WAR Camp Togs for girls. The line is extensive, many styles and materials to choose from, durably made and guaranteed fast color. Many camp directors already know and endorse the MAN O' WAR Brand—we want all to know of their "Certified Quality."



If you will write and tell us just what type togs you want for your girls and give us your dealer's name, we will gladly send samples to your dealer, and endeavor to supply you with camp outfits that you will be proud of. We can do it if you will do a little planning right now.



BRANIGAN, GREEN & COMPANY

1511 GUILFORD AVENUE

BALTIMORE, MD.

New York Show Rooms
71 West 35th Street

CONVENTION PROGRAM

"THERE must be a body of knowledge upon which any profession rests, a spirit of study to grasp that knowledge, a zeal for service, and in understanding of what service means—to guide, to qualify, and even to enrich the gainful and gainseeking instinct."

Nicholas Murray Butler

THURSDAY—March 2, 1933

- 2:30 P. M.—Meeting of Board of Directors.
- 3:00 P. M.—Registration in the Lobby. Opening of Educational and Commercial Exhibits in Exhibit Hall.
- 8:00 P. M.—Get acquainted reception, singing and pleasantries. Informal group discussions.

FRIDAY—March 3, 1933

Chairman, Miss EMILY H. WELCH

- 9:30 A. M.—OPEN FORUM
- TOPIC: How can the gainful motive be sustained without limiting or refusing service? (A frank discussion of camping as a business.)
- SPEAKER—COLONEL L. L. RICE—The Nakanawa Camps.
- TOPIC: What does the experience of camp directors and the history of camping teach for the improvement and development of the profession?
- SPEAKERS: The private camp point of view: DR. A. P. KEPHART.
- The organization camp point of view: Miss RUBY JOLLIFFE.
- 11:15 A. M.—Business Meeting. Reports of President, Secretary-Treasurer, Chairman of Committees.
- 12:30 P. M.—Luncheon.
- AFTERNOON FOR RECREATION — VISIT TO SOUTHERN CAMPS AND POINTS OF INTEREST.
- 8:00 P. M.—Meeting.
- Chairman: MR. C. WALTON JOHNSON
- President of the Southern Section

March 2-3-4-5, 1933
ASSEMBLY INN
MONTREAT, N. C.

SUBJECT: How can society be better served by camp directors and the camping movement.

SPEAKER:

DR. FRANK HOWARD RICHARDSON.

SATURDAY—March 4, 1933

9:30 A. M.—SEMINARS.

- (1) Qualifications and Training of Aquatics Directors: CAPTAIN C. L. BRYANT, American Red Cross.
- (2) Program Planning:
 - A—Unique Program Features.
 - B—Free Versus Organized Programs.
 - C—Elective Programs.
- WALLACE GREENE ARNOLD, President New York Section.
- (3) Year Round Camping, Mid-Winter Camping.
- (4) Leadership Training Programs.
- (5) Business Outlook for 1933.
- (6) Counselor Selection.

11:15 A. M.—Annual Business Meeting, Election of Officers.

12:30 P. M.—Luncheon.

AFTERNOON FOR RECREATION AND INDEPENDENT ACTION.

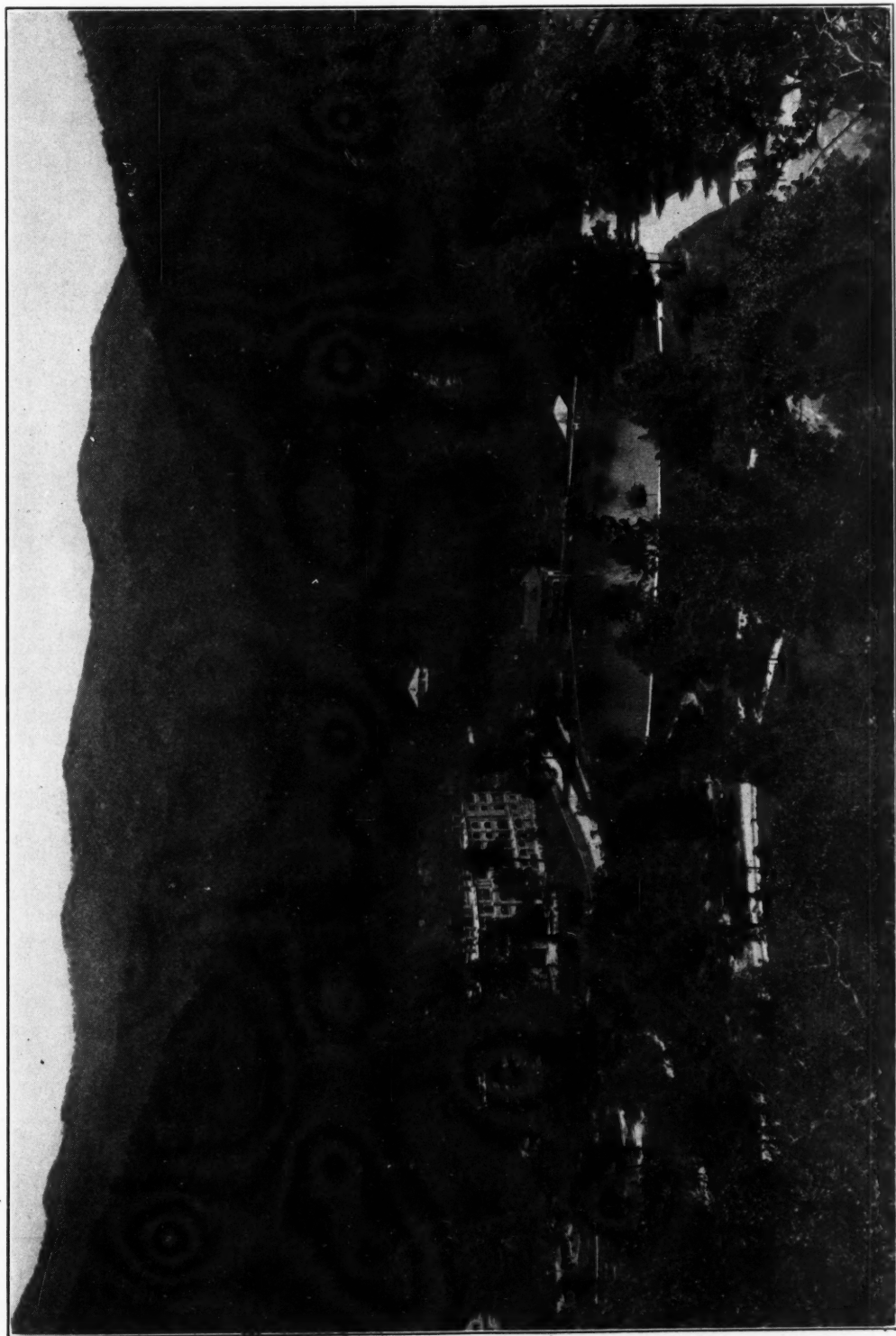
7:00 P. M.—Banquet.

SUNDAY—March 5, 1933

10:30 A. M.—Service in the open: THE REV-EREND DR. R. C. ANDERSON, President of the General Assembly of the Presbyterian Church.

12:30 P. M.—Luncheon.

AFTERNOON FOR RECREATION AND INDEPENDENT ACTION.



BIRD'S-EYE VIEW OF ASSEMBLY INN, MONTREAT, N. C.

REGISTRATION

Those attending the Convention will register upon arrival. Registration fee will be \$1.00.

RESERVATIONS AT ASSEMBLY INN

Write direct to the Assembly Inn, Montreat, North Carolina, for your room reservation. Single room, private bath—\$3.50. Double room, private bath—\$3.00 per person. Rates—American Plan (room and meals). These rates effective March 1 to 14 inclusive.

EXHIBITS

Thirty firms will participate in the Commercial Exhibit in the Exhibits Hall. It will be to the advantage of Camp Directors to spend time in examining the various products displayed. Make the convention shopping trip. See, handle, taste, compare before purchasing.

CONVENTION COMMITTEES

Reception Committee:

Mrs. E. S. ALIS, Chairman
Chunn's Grove Camp

Educational Exhibits:

LUCILLE RYTTEBERG, Chairman of National Exhibit.
Camp Hiawatha
Mrs. GEORGE MASON SWIFT, Convention Exhibits Chairman
Camp Delwood

Recreation Committee:

FRANK D. BELL, Chairman
Camp Mondamin

Publicity Committee:

MISS LILLIAN E. SMITH, Chairman
Camp Laurel Hall

Banquet Committee:

MISS ETHEL J. MCCOY, Chairman
Camp Junaluska

Commercial Exhibits Committee:

Mrs. MAUDE L. DRYDEN, Chairman
Camp Metedeconk

Transportation Committee:

ARNOLD M. LEHMAN, Chairman
Camp Wigwam

Program Committee:

THE NATIONAL EXECUTIVE COMMITTEE

Registration:

MISS JUNE L. CAMPBELL

Survey Reveals Scope and Hazard of Student Athletic Injuries · ·

· · · Eighty-seven School Years Lost During 1931-32 Scholastic Year

Interesting statistics on the extent of student accidents resulting from athletic activities during the school year 1931-32 were released here today by Sportsman's Mutual Assurance Company of Washington.

The Company, organized by a group of leading sportsmen for the purpose of providing a special form of accident insurance for those engaging in sports and amateur athletics generally, announced that injuries to students in the secondary schools of the country during the 1931-32 period caused a loss of 87 school years for those participating in athletics, based upon a recent survey.

The survey reported by the Company covered accidents occurring in more than 500 schools and represented nearly 600,000 students, or approximately 14 per cent of the secondary school population of the United States.

The purpose of the survey was to provide more adequate data on the incidence of injuries, the nature and cause of injuries in all aspects of physical education within the gymnasium, on the athletic field and on the playground.

In the Company's report illuminating information on factors entering into such accidents which heretofore have not been thought important were divulged.

"During the school year 1931-32," said the report, "a total of 510 schools reported the accidents which occurred in physical education activities. A total of 2,370 accidents was reported, with 11,308 days lost from physical education as a result of these injuries.

"Using these figures as a basis for the estimation of the national figures, the following estimates are made: That there were 17,329 accidents in physical education activities for the four million-odd secondary school students; that 70,761 days were lost from physical education as a result of these activities, with a total of 17,329 days lost from school, which represents roughly 87 school years lost from school during the year 1931-32 due to accidents occurring in physical education."

According to the number of participants,

(CONTINUED ON PAGE 47)

it was stated that touch football proved to be the most hazardous athletic activity, with heavy apparatus work second and football third. Athletics showing the greatest degree of seriousness were in the order named, heavy apparatus work, touch football, wrestling and football.

"It is estimated," the report added, "that 31 per cent of the accidents are due to faulty leadership, 20 per cent of the accidents are due to inadequate equipment control, such as slippery basketball surface, uneven ground, collision with extraneous objects, while 48 per cent are estimated as due to the nature of the game."

NEW MEMBERS OF THE CAMP DIRECTORS ASSOCIATION OF AMERICA

ACTIVE MEMBERS

- MRS. M. A. ARMSTRONG, *Camp Rokywold, Hol-
derness, N. H.*, Ashland, N. H.
HELEN A. BARR, *Dept. of Physical Education
for Women, Denison University, Granville, Ohio.*
LIBBIE S. BERKSON, *Camp Modin, Canaan,
Maine*, 8 West 40th Street, New York, N. Y.
EDWIN E. BOND, *Camp Sloane, Lakeville, Conn.,
Briarcliff Manor, N. Y.*
WILLIAM V. DWORSKI, *Camp Adventure, Silver
Sands, East Haven, Conn.*, 571 Quinpiac Ave.,
New Haven, Conn.
C. EVANGELINE FORD, *Queensboro Girl Scouts,
Bear Mt. Interstate Park, N. Y.*, 69 Beverley Rd.,
Kew Gardens, L. I., N. Y.
ALBERT B. HINES, *Clear Pool Camp, Carmel,
N. Y.*, 312 East 30th Street, New York, N. Y.
ROBERT L. HOWARD, *Camp Seneca, Pawling,
N. Y.*, 50 Glenwood Avenue, Jersey City, N. J.
ALFRED R. JAYSON, *The Jayson Camps, Mon-
terey, Mass.*, 51 Plymouth Avenue, Maplewood,
N. J.
DOLORES DAVIS KELLY, *Camp Shantywell,
Lake Mahopac, N. Y.*, 1465 Roosevelt Avenue,
Pelham Manor, N. Y.
CHARLES W. LEDLEY, *Camp Wotanda, Mere-
dith, N. H.*, 61 High Street, Glen Ridge, N. J.
CHRISTINA I. MOIR, *Camp Witawentin, Pitts-
field, Mass.*, 65 Appleton Avenue, Pittsfield, Mass.
JOHN G. NEUMARKER, *Camp Karamac, Dela-
ware Water Gap, Pa.*, 446—62nd Street, Brook-
lyn, N. Y.
MAX OPPENHEIMER, *Surprise Lake Camp, Cold
Spring, N. Y.*, 2401 Davidson Avenue, New York,
N. Y.
LESTER RABBINO, *Camp Onibar, Lakewood, Pa.,
1637—47th Street, Brooklyn, N. Y.*
GLADYS SNYDER, *Camp Celio, Nevada City,
Calif.*, 2709 Dwight Way, Berkeley, Calif.
FREDERIC H. VON DER SUMP, *Camp Von-
hurst, Center Harbor, N. H.*, Randolph, Mass.
HAROLD E. WANDS, *Camp Kiamasha, Branch-
ville, N. J.*, 107 Halsey Street, Newark, N. J.

ASSOCIATE MEMBERS

- ROMAINE F. BUTTON, 30 Remsen Avenue, New
Brunswick, N. J.
I. T. FREDERICK W. DRURY, 515 Court Street,
Reno, Nev.
LAURENCE M. EMANUEL, Ocala, Fla.
JEANNETTE FUND, 1530 Sheridan Avenue, New
York, N. Y.
EMMANUEL GOODMAN, *Camp Balfour Lake,
Minerva, N. Y.*, 124 West 72nd Street, New York,
N. Y.
JAMES D. GREEN, 1347 East 26th Place, Tulsa,
Okla.
GEORGE T. HARRINGTON, 851 West 177th
Street, New York, N. Y.
WINIFRED R. HOBBY, 168 East 74th Street, New
York, N. Y.
C. R. HUBBARD, *Camp Penacook, North Sutton,
N. H.*, 50 Locust Hill Avenue, Yonkers, N. Y.
SAMUEL KIND, Lenox Road, Jenkintown, Pa.
JANET L. McKELLAR, *Division of Camping,
Camp Fire Girls, Inc.*, 31 East 12th Street, New
York, N. Y.
MARJORIE McLAURY, 19 Adams Street, Mt.
Vernon, N. Y.
WILBUR WHITTAKER MERCHANT, 137 Som-
erset Street, New Brunswick, N. J.
NORA NOVIK, 261 West 70th Street, New York,
N. Y.
MARGARET PAXSON, 2104 W. Ontario St.,
Philadelphia, Pa.
JOSEPH ROSENWASSER, *Camp Beecher, Hun-
ter, N. Y.*, 1885 Boulevard East, West New York,
N. J.
GLADYS B. RUSSELL, 49 Waverly Street, Jersey
City, N. J.
MARTHA SHAMBERGER, Gloversville, N. Y.
MARION CLINE STANWOOD, 2 Gilbert Street,
Providence, R. I.
WINIFRED STARBUCK, 549 Riverside Drive,
New York, N. Y.
MRS. G. H. TOLMAN, *Camp Onanole, Merrill,
N. Y.*, 349 East 50th Street, New York, N. Y.
CHARLOTTE R. WHEATLEY, 3900 Chatham
Road, Baltimore, Md.
WARD R. WHIPPLE, 18 Alpine Street, Roches-
ter, N. Y.
HARRIET STORRS N. WHITCHER, 288 Lin-
wood Avenue, Buffalo, N. Y.
KATHLEEN E. WHITTON, St. Mary's Hall,
Burlington, N. J.
WILLOUSE WOODBRIDGE, 3951 Broadway, In-
dianapolis, Ind.

SUMMER RESIDENCE

FOR SALE on beautiful Long Lake, one mile
wide, nine miles long, early Spring salmon and
lake trout fishing. Also furnished cottages for
RENT. ADDRESS

GEORGE H. POTTS . . . Bridgton, Maine

Established 1911 Phone CHelsea 3—7700—7701—7702—7703

BALFOUR BROTHERS, INC.

PURVEYORS TO BEST CAMPS AND SCHOOLS
"WHEATFIELD BRAND"

BUTTER — EGGS — CHEESE

426-28-30 West 13th Street New York City
WRITE OR PHONE

LOUIS ANATRELLA, Sales Manager

OUR ADVERTISERS

As a result of a great many demands coming from commercial houses who sell merchandise to Summer Camps, we are planning to run a monthly Advertising Page. It will be our privilege to call to the attention of the membership at large our new advertising friends as well as those firms who have helped to support the publishing of THE CAMPING MAGAZINE in the past.

THE CAMPING MAGAZINE is dependent for its very existence on its advertising contracts. When you consider the size of our circulation you can readily see that very few commercial houses are willing to take advertising space. We present the argument that our readers are practically all potential buyers. That Summer Camps annually purchase over one hundred millions of dollars (\$100,000,000) of merchandise. We also state that a recent survey gives an estimate of over four million (4,000,000) persons in camps throughout the United States. Regardless of these staggering figures, the advertising manager refuses to talk business when the paid circulation of an official publication such as ours is so small. If our circulation amounted to five hundred thousand (500,000) we would have no trouble whatsoever in securing hundreds of advertisers.

It is our problem, however, to offset the demand for volume of circulation by proving to advertisers that they reach through our magazine a market of close to one hundred percent (100%) buyers. Only your cooperation can make this possible. There is no doubt that the majority of our readers are the purchasing agents for the camps, and that many hundreds of thousands of dollars will be spent each year for camp merchandise. Right here we can prove to our advertisers that they have taken a worth while and most profitable step. The advertiser bases the value of the space contracted for by the number of direct returns from the readers of the publication. Our advertisers will be willing to continue if the members of the Association cooperate to the extent of writing for full information, samples, descriptive literature, etc., as enumerated in the advertisement. This is all that the advertiser expects. It is then up to the firms to prove to the buyer the real worth of their products.

During one week three letters reached this office from large supply houses which fur-

nish materials needed in Summer Camps. In each case the firm stated that they saw nothing to be gained by advertising in THE CAMPING MAGAZINE since their competitors, who did not so advertise or cooperate in any way with the C. D. A. A., were receiving just as substantial support from camps as if they were working with us. Such a situation is a direct challenge to all members of this Association. Why not give direct preference in making your purchases to firms who advertise with us? Why not make that preference definitely known?

It may be of interest to know that we are planning to install a resident buyer in this office, a man who is himself a camp director who will offer all members of this Association the benefit of his experience in camp buying, and obtain for them information as to the best sources of supply for equipment, food, and other materials required in camp. Bids will be secured for all kinds of supplies from a general list of commercial houses, and information will be given out to directors as to the possibility of substantial reduction in price through group buying.

We are pleased to welcome the new firms represented on the following advertising list for this issue:

AMERICAN SCHOOLS ASSOCIATION	McKINLEY MEAT & POULTRY CORP.
ARMSTRONG AND GALBRAITH, INC.	MOGULL BROS. MONOMARK
BALEFOUR BROS., INC.	MUTUAL CASUALTY INS. CO.
G. H. BASS AND CO.	DR. C. RICHMOND
BATCHELDER, SNYDER, DORR & DOE CO.	SCHIFF SCOUT RESERVATION SHEARER & PATRICK
BARNETT CANVAS GOODS CO.	AUGUSTUS D. SHEPARD
BELVEDERE BROS.	SPORTSMANS MUTUAL ASSURANCE CO.
BRANIGAN, GREEN & CO.	SPRINGFIELD COLLEGE
CITY HALL CHEMISTS, INC.	GEORGE STEPHENS
COSMOPOLITAN MAGAZINE	STRONG, HEWAT & CO.
CRAFT STUDENTS LEAGUE	TROJAN ATHLETIC WEAR CO.
C. W. DANNENHAUER	EDWARD K. TRYON CO.
W. F. DOUGHERTY	UNITED MOTOR TERMINALS
HARCOURT, BRACE & CO.	VOCATIONAL SERVICE AGENCY
KAUSTINE CO., INC.	WOMAN'S PRESS
MARSHALL FIELD & CO.	
M. MARTENS	

In subsequent issues of THE CAMPING MAGAZINE we shall endeavor to have you become thoroughly acquainted with our new advertising associates and the products they sell. We believe this to be a genuine service to the camp directors. A reading of the advertisements alone will always add some valuable information to your store of information which is a help in buying. It will pay you to make the acquaintance of the people who are responsible for the continuance of our official organ.

—BUSINESS MANAGER.

Complete Organized Employment Service for Hotels and Summer Camps

The New York State Employment Service is your Service, maintained by the State to assist you as an employer to secure suitable employees.

The service is based on a careful consideration of the requirements of employers and abilities of applicants.

Service to Individual Owners

The N. Y. State Employment Service is equipped to help you secure well qualified workers. It has on register a large number of applicants, experienced in every phase of the hotel and camp business.

It can supply you with all the workers you need—from chefs to dishwashers.

Administrative Office
124 East 28th Street, New York City
Telephone LExington 2-0900

State of New York—Department of Labor
Frances Perkins, Industrial Commissioner

Division of Employment
Fritz Kaufmann, Director

Cooperating with U. S. Employment Service
U. S. Department of Labor

New York State Employment Service
124 East 28th Street
New York City

John E. Weiss & Sons

INC.

•
PRINTERS
•

114-116 East 13th Street
New York, N. Y.

It's hard for a **Hungry Citizen** *to be a* **Good Citizen**

THE boy whose stomach is empty cannot be expected to do good work at school. Babies undernourished month after month may be handicapped by frail bodies through life. The hungry father of a hungry family is hardly the man to seek employment with persistence, or to do well on the job when he gets it.

Before you can save a man's soul it is often necessary to feed his body. You have no right to expect the civic virtues of patience, courage and honesty from starving, freezing men and women. If they preserve a just attitude towards the laws of the city in which they live, it is a miracle.

Now, as never before, it is the duty of all who are well-clad, well-housed, and well-fed to help the less fortunate. The fact that you gave last year, and the year before, does not lessen your responsibility. The fact that you cannot afford a large contribution must not deter you. The upturn of business with a gradual improvement of economic conditions does not remove the crisis of this moment. Emergency appropriations by the federal government amount to \$300,000,000, but they meet only half the increased national needs for human relief. The rest is up to you!

How will your dollars be used? First of all, they will feed the hungry, and relieve the absolute want of the unemployed.

They will be used, also, to take care of the sick and aged. They will help to maintain hospitals, orphanages and schools. They will make possible clinics and visiting nurses.

The dollars you give are invested in the forces of civilization right in your community!

Welfare and Relief Mobilization, 1933

The Welfare and Relief Mobilization for 1933 is a cooperative national program to reinforce local fund-raising for human welfare and relief needs. No national fund is being raised; each community is making provisions for its own people; each community will have full control of the money it obtains.

Give through your established welfare and relief organizations, through your community chest, or through your local emergency relief committee.

NEWTON D. BAKER

Chairman, National Citizens' Committee

*Now, as never before, support your
local Community Campaign*

BELVEDERE BROS.

COMMISSION MERCHANTS

Established Since 1892



FRUIT and PRODUCE

Upon Receiving Your Requirements
We Will Promptly Submit Quotations

SPECIAL CAMP DEPARTMENT

A UNIQUE SERVICE—Delivering to all
New England and Eastern Central States



MAIN OFFICE

401 EAST 105th STREET
NEW YORK CITY

Telephone LEhigh 4-2323-2324-2325



MEMBER OF NATIONAL LEAGUE OF
COMMISSION MERCHANTS OF THE UNITED STATES

